



Cambridge English



Grammar AND Vocabulary FOR ADVANCED

MARTIN HEWINGS SIMON HAINES

with answers



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MARTIN HEWINGS SIMON HAINES

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Introduction

What does the book contain?

This book is updated for the new *Cambridge English*: Advanced examination introduced in 2015 and contains two sections: **Grammar** (Units 1–25) and **Vocabulary** (Units 26–45).

What does the book aim to do?

This book aims to provide complete coverage of the grammar and vocabulary needed for success in the Cambridge English: Advanced, also known as the Certificate in Advanced English (CAE). Regular exam practice is provided throughout the book.

Units 1-25 present grammar in context followed by a detailed analysis of the language for advanced learners of English. Units 26-45 extend vocabulary knowledge – including of collocations and idioms – and introduce ways of studying vocabulary which will help you pass the exam.

Who is the book aimed at?

This book is for anyone preparing for success in the Cambridge English: Advanced. It is designed primarily for students working alone who want to revise, extend and practise their knowledge and understanding of grammar and vocabulary, but it can also be used on a Cambridge English: Advanced preparation course in the classroom, or can be set as homework by a teacher.

How do I use the book?

You can work through the units in any order, but we advise you to study every unit if you want to prepare thoroughly for the exam. It is best to work through a unit from beginning to end, as exercises may revise grammar or vocabulary from an earlier part of the same unit.

Each of the 25 units in the **Grammar** section is divided into three sections. **Context listening** introduces the grammar of the unit in context to help you understand it more easily. **Grammar** provides detailed explanations of specific grammar points and includes *Start points* which act as a brief reminder of grammar you may already know. **Grammar exercises** provide practice of the grammar of each unit.

Each of the 20 units in the **Vocabulary** section is based on a general topic (e.g. *Cities*) and presents general exercises on vocabulary for two areas within the main unit topic (e.g. *Urban growth* and *Urban living*).

Each unit of the book includes an Exam practice section which provides practice of the types of tasks you will face in the Reading and Use of English, Writing and Listening sections of the Cambridge English: Advanced examination. Note: Some of the Exam practice tasks test mainly the grammar or vocabulary taught in the same unit, to give extra practice. However, in the real exam each question tests a different grammar/vocabulary point or a different aspect of language.

The **Answer key** contains answers to all the exercises in the book, including alternative answers where more than one correct answer is possible.

What does this symbol mean? •

This symbol appears in the Error warning! boxes of the Vocabulary section and indicates that the errors were found in the Cambridge Learner Corpus, a database made up of many thousands of exam scripts written by students taking Cambridge English exams around the world. The exam practice tasks have been informed by the English Vocabulary Profile. The English Vocabulary Profile is an online resource with detailed and up-to-date information about the words, phrases, phrasal verbs and idioms that learners of English know at each of the six levels of the Common European Framework (A1 to C2), which guarantees suitable treatment of words, phrases and phrasal verbs at C1 level.

When should I use a dictionary?

To get the most out of the **Vocabulary** section, you will need a good dictionary. Use the *Cambridge Advanced Learner's Dictionary* or another suitable monolingual dictionary. You should try to do each vocabulary exercise without a dictionary first, then use your dictionary to help you with answers you didn't know. Use the **Answer key** as a final check. When you see the dictionary symbol, you are advised to use a dictionary to complete the exercise.

What material can I find online?

The following material for use with this book can be found online at www.cambridge.org/grammarvocabadvanced:

- Audio recordings for all listening exercises and for exam practice Listening tasks
- Complete Recording scripts for each audio file
- Reference notes which give further information and support on the grammar and vocabulary in this book
- Wordlists for key items in the Vocabulary section
- Model answers to the Exam practice: Writing tasks
 Parts 1 and 2

Exam summary

Reading and Use of English (1 hour 30 minutes)

| Reading and Use of English (1 hour 30 minutes) | | | |
|------------------------------------------------|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| Part | What are the tasks? | What do I have to do? | How many questions? |
| 1 | Multiple-choice cloze | You read a text with eight gaps. For each gap you choose the correct word from one of four possible answers (A, B, C or D). | 8 |
| 2 | Open cloze | You read a text with eight gaps. You must write one word in each gap. | 8 |
| 3 | Word formation | You read a text with eight gaps. For each gap you write the correct form of the word at the end of each line. | 8 |
| 4 | Key word transformation | You are given a complete sentence and a second gapped sentence. You complete the second sentence so that it has the same meaning using a given 'key word'. | 6 |
| 5 | Multiple choice | You read a text and answer six multiple-choice questions. You choose from four possible answers (A, B, C or D). | 6 |
| 6 | Cross-text multiple matching | You read four short texts on the same topic. You have to match each question to the correct text. | 4 |
| 7 | Gapped text | You read a text from which paragraphs have been removed and put in a jumbled order. You have to choose which paragraph fits into which space. There is a paragraph which does not fit into any space. | 6 |
| 8 | Multiple matching | You scan a text or several short texts and decide which part of a text or text each question refers to. Some questions may refer to more than one part of a text or text. | 10 |

Writing (1 hour 30 minutes)

| Part | What are the tasks? | What do I have to do? | How many questions? |
|------|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| 1 | Write an essay | You plan and write an essay on the topic given in the question paper. Your essay must be 220–260 words. | 1 |
| 2 | Write a text of a particular type | You choose, plan and write only one of the following possible text types: a letter, a proposal, a report or a review. Your text must be relevant to the situation described in the question. Your text must be 220-260 words. | 1 from a choice of 3 |

Listening (40 minutes)

| Listening (40 minutes) | | | |
|------------------------|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| Part | What are the tasks? | What do I have to do? | How many questions? |
| 1 | Multiple choice | You hear three short extracts and have to answer two multiple- choice questions on each extract. For each question you choose one of three possible answers (A, B or C). | 6 |
| 2 | Sentence completion | You use information you hear to complete sentences with gaps. | 8 |
| 3 | Multiple choice | You hear a recording with six multiple-choice questions. For each question you choose one of four possible answers (A, B, C or D). | 6 |
| 4 | Multiple matching | You hear five short themed monologues with multiple-matching questions. You match a statement or opinion from a list of six options for each speaker. | 10 |

Speaking (15 minutes)

| Speaking (15 minutes) | | | |
|-----------------------|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| Part | What are the tasks? | What do I have to do? | How long is each part? |
| 1 | General conversation | You answer questions about general topics such as your daily life, your interests or your experiences. | 2 minutes |
| 2 | Individual 'long turn' | You talk about a set of three pictures on your own for around a minute. Then you listen to your partner talk about a different set of pictures before commenting on what they have said. | 4 minutes |
| 3 | Discussion | You and your partner are given some written instructions for a discussion task. | 4 minutes |
| 4 | Discussion | You and your partner discuss topics related to the task in Part 3. | 5 minutes |

Map of the book

| GRAMMAR | | | |
|---------|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| Unit | Title | Topics | Exam practice |
| 1 | Tenses | Simple and continuous tenses; perfect tenses; present perfect continuous and past perfect continuous | Reading and Use of English Part 2 |
| 2 | The future | Will, be going to + infinitive, shall; present tenses for the future; future continuous, future perfect and future perfect continuous; be to + infinitive; future in the past | Reading and Use of English Part 8 |
| 3 | Modals (1) | Ability; possibility; conclusions, willingness, habitual events; necessity, deduction; 'not necessary'; obligation | Listening Part 1 |
| 4 | Modals (2) | Complex modal forms; dare and need; had better; be allowed to; be supposed to; other verbs with modal meanings | Reading and Use of English Part 4 |
| 5 | Nouns, agreement and articles | Compound nouns and noun phrases; subject-verb agreement; countable and uncountable nouns; articles | Reading and Use of English Part 2 |
| 6 | Determiners and quantifiers | No, none, not a, not any; much, many, a lot of, lots of; all, both, whole; every, each; (a/the) few, little; less, fewer (than); much, many, etc. + (of) | Listening Part 2 |
| 7 | Adverbs and adjectives | Position of adverbs; quite, rather, already, yet, still, even, only, really; position of adjectives; gradable adjectives; patterns after adjectives | Reading and Use of English Part 3 |
| 8 | Comparison | Comparative and superlative forms of adjectives and adverbs; comparisons with as; comparisons with so, too, enough | Reading and Use of English Part 3 |
| 9 | Verb patterns (1) | Verbs with two objects; verb + object + adjective; verb + reflexive pronoun; verb + each other / one another | Reading and Use of English Part 4 |
| 10 | Verb patterns (2) | Verb + to-infinitive / -ing, verb + (object) + bare infinitive; verb + object + to- infinitive / -ing, verb + object / possessive + -ing, other patterns after verbs | Reading and Use of English Part 5 |
| 11 | Relative clauses (1) | Defining and non-defining relative clauses; relative pronouns; other words beginning relative clauses; prepositions in relative clauses | Reading and Use of English Part 1 |
| 12 | Relative clauses (2) | Participle clauses; to-infinitive clauses; adjective phrases; prepositional phrases | Reading and Use of English Part 5 |
| 13 | Adverbial clauses | Adverbial clauses including time clauses, contrast and concession clauses, reason clauses, purpose and result clauses | Reading and Use of English Part 2 |
| 14 | Conditionals | Real and unreal conditionals; if not and unless; even if and even though; if only and wish; other conditional expressions | Listening Part 4 |
| 15 | Participle, to- infinitive and reduced clauses | Participle clauses including present participle (-ing) clauses, past participle (-ed) clauses, participle clauses after conjunctions and prepositions, to-infinitive clauses, reduced clauses | Reading and Use of English Part 3 |
| 16 | Noun clauses | That-noun clauses; wh-noun clauses; whether and if | Reading and Use of English Part 1 |
| 17 | Conjunctions and connectors | Before, hardly, first(ly), however, even so, on the other hand, etc. | Reading and Use of English Part 6 |
| 18 | The passive | Using the passive; active and passive verb forms; passive forms of verbs with two objects; get + past participle; get/have + object + past participle | Reading and Use of English Part 7 |
| 19 | Reporting | Structures in the reported clause: that-clause, to-infinitive and -ing, verb tenses in reporting; modal verbs in reporting; reporting questions; should in that- clauses | Listening Part 4 |
| 20 | Substitution and ellipsis | One/ones; so + auxiliary verb + subject; neither, nor, not either; do so; leaving out words after auxiliary verbs and after to | Listening Part 3 |
| 21 | Word order and emphasis | Fronting: cleft sentences; inversion; inversion in conditional sentences | Reading and Use of English Part 4 |
| 22 | Nominalisation | Nominalised forms; do, give, have, make, take + noun | Reading and Use of English Part 8 |
| 23 | It and there | Introductory it as subject and object; there; common expressions with it's no and there's no | Reading and Use of English Part 4 |

| 24 | Complex prepositions and prepositions after verbs | Complex prepositions; verb + preposition: common patterns; phrasal verbs: word order | Listening Part 1 |
|----|------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| 25 | Prepositions after nouns and adjectives | Noun + preposition: related verbs and adjectives; noun + preposition + -ing or noun + preposition + noun; noun + of +-ing or noun + to -infinitive; noun + in or noun + of ; adjective + preposition | Reading and Use of English Part 1 |

VOCABULARY

| VOCABOLARI | | | |
|------------|------------------------|-------------------------------------------|--------------------------------------|
| Unit | Title | Topics | Exam practice |
| 26 | Cities | Urban growth Urban living | Reading and Use of English Part 5 |
| 27 | Personal history | Ancestry Autobiography | Writing Part 1 An essay |
| 28 | The arts | Arts events Reviews | Reading and Use of English Part 1 |
| 29 | Migrations | Departures Personal stories | Listening Part 2 |
| 30 | Risking it | Extreme sports Risk-taking | Reading and Use of English Part 7 |
| 31 | Gender issues | Language Gender in sport | Reading and Use of English Part 4 |
| 32 | Education | Learning Training | Reading and Use of English Part 6 |
| 33 | Health | World health Water and health | Writing Part 2 A report |
| 34 | Getting about | Private journeys Public transport | Listening Part 1 |
| 35 | Moods | Attitudes Memory | Reading and Use of English Part 1 |
| 36 | Fame and fortune | Celebrity culture Reality television | Reading and Use of English Part 2 |
| 37 | Relationships | Families Friends | Listening Part 3 |
| 38 | Time off | Holidays Enjoying exercise | Reading and Use of English Part 8 |
| 39 | Media | News and information Press freedom | Reading and Use of English Part 4 |
| 40 | The world of work | Employment patterns Economic migration | Reading and Use of English Part 3 |
| 41 | Economics and business | Economic problems Business tips | Writing Part 1 An essay |
| 42 | The living world | Animal life Trees and plants | Listening Part 4 |
| 43 | Personal contact | Social networking Letter writing | Reading and Use of English Part 2 |
| 44 | The environment | Issues Protection | Reading and Use of English Part 3 |
| 45 | Science and technology | Discovery Solutions | Writing Part 2 A letter |

Tenses

Simple and continuous tenses; perfect tenses; present perfect continuous and past perfect continuous

Context listening

1.1 You are going to hear part of a radio phone-in programme. Before you listen, look at the photos. What do you think the topic of the phone-in is?







1.2 Do Listen and check whether you were right. As you listen, answer the questions.

Which of the callers, Karen, Liam, Sahar or Luka ...

| 1 | lost something on the train one day? | Sahar |
|---|---------------------------------------|-------|
| 2 | travels to work by bus? | |
| 3 | works at home permanently? | |
| 4 | may buy a motorbike? | _ |
| 5 | has always liked travelling by train? | |

- 6 ... used to catch the train at a quarter past seven in the morning?_____
- 7 ... is working at home temporarily? _____
- 8 ... has never owned a car?

1.3 D02 Listen again and fill in the gaps.

- 1 I <u>commuted</u> to London for over ten years.
- 2 I ______ over an hour when they announced that the train was cancelled.
- 3 I ______ of buying a motorbike.
- 4 I ______ at home while our office block is being renovated.
- 5 I ______ to her only a couple of times before then.
- 6 I _____ travelling by train ever since I was young.
- 7 I ______ to phone in to your programme for the last half hour.
- 8 Yesterday, I _____ all my work by 2.30 pm.

1.4 Identify the tenses you used in 1.3.

1 - past simple



2.1 Simple and continuous tenses

START POINT

Present continuous

I'm working at home while our office block is being renovated. (= temporary state)

I'm phoning from the train. (= action in progress)

Present simple

Public transport has a number of advantages over driving. (= permanent state)

I catch the train at 7.05 at the station near my home every morning. (= habit or regular event)

Past continuous

I was travelling home when the train broke down. (= action in progress at past point)

Past simple

I sold my car last week. (= completed past action)

I drove to work for a couple of years. (= past situation that doesn't exist now)

I caught the train every morning at 7.15. (= repeated past action)

We usually use simple tenses with verbs that describe an unchanging state rather than an action: | love trains.

We can use continuous tenses with state verbs to suggest that a situation is temporary or untypical:

I'm appreciating being able to get up later than usual. (= suggests a temporary arrangement)

Now that I work at home I appreciate being able to get up late. (= suggests a more permanent arrangement)

With some verbs that describe mental states (e.g. consider, understand) and attitudes (e.g. hope, regret), continuous tenses suggest a process going on at the time of speaking, or emphasise that the process continues to develop:

I'm regretting selling my car already. (= suggests that I have started to regret it and that this regret may grow)
I regret selling my car. (= describes an attitude that is unlikely to change)

Some verbs have different meanings when talking about states and describing actions:

I'm now thinking of buying a motorbike. (think of (action) = consider)

Do you think that's a good idea? (think (state) = asking about an opinion)

We usually use the present simple with verbs that describe what we are doing as we speak:

I admit that it can be frustrating at times. (= I agree that it is true when I say 'I admit')

I predict that increasing numbers of people will start working at home.

We often use the past simple in a narrative (e.g. a report or a story) to talk about a single completed past action, and the past continuous to describe the situation that existed at the time:

I dropped my purse while I was getting off the train.

When we talk about two or more past completed actions that followed one another, we use the past simple for both:

She woke me up and offered me a lift.

When we talk about two actions that went on over the same period of past time, we can often use the past continuous or the past simple for both:

I was listening to music while I was driving here. or I listened to music while I drove here.

We can use continuous tenses with the adverbs always, constantly, continually and forever to emphasise that something is typical of a person, group or thing because they do it so often:

I was forever arriving late for work.

1 Tenses

We can use either the present continuous or present simple to describe something we regularly do at a certain time:

At 8 o'clock I'm usually having a leisurely breakfast. or At 8 o'clock I usually have ...

We often use the present continuous or past continuous:

- to make an enquiry or a statement less certain because we don't know if we're right:
 I'm hoping we've got Dave Jones on the line. (= suggests that the speaker is not sure whether Dave Jones is there)
- to make a request or an offer more polite:
 Karen, were you wanting to say something?

2.2 Perfect tenses

START POINT

Present perfect

I've lived in Spain, and the trains are so much more reliable there. (past situation relevant to the present)

I've just sold my car and so now I go to work by bus. (recent action with consequences for the present)
I've enjoyed travelling by train ever since I was young. (situation continuing until the present)

Past perfect

This morning I'd read a couple of reports before I got off the train. (past event before another past event)

We use the present perfect to talk about a situation that existed in the past and still exists now, and the past simple when the situation no longer exists:

I've commuted to London every weekday for over ten years, and I actually enjoy it.

I commuted to London every weekday for over ten years before I started working at home.

We use the present perfect to talk about a repeated action that might happen again:

I've arrived late for work twice this week so far.

and the past simple for a repeated action that won't happen again:

I arrived late for work twice this week. (= the working week is over; I won't arrive late again this week)

When we give news or information, we often introduce a topic with the present perfect and then give details with other past tenses:

The new high speed rail link between the north of England and the Channel Tunnel has opened. It took 15 years to build and cost nearly ten billion pounds.

When we use a time expression (e.g. after, as soon as, before, when) to say that one event happened after another, we can use either the past simple or past perfect for the first event:

I'd read a couple of reports before I even got to work. or I read a couple of reports before I even got to work.

2.3 Present perfect continuous and past perfect continuous

We use the present perfect continuous (have been + -ing) to talk about an action in progress in the past for a period until now, and which is either still in progress or recently finished:

I've been working at home for the last five years. (= action still in progress)

Sorry I'm late. I've been trying to find a parking place. (= action recently finished)

We often prefer the present perfect continuous to say how long an action has been in progress:

I've been trying to phone in to your programme for the last half hour.

We use the present perfect to talk about a completed action or series of actions when we are interested in the result:

I've called the bus company a number of times to complain.

They've bought new trains and have really improved the service.

We use the past perfect continuous (had been + -ing) to talk about an action in progress over a period up to a particular past point in time:

I'd been waiting over an hour when they announced that the train had been cancelled.

If we are not interested in how long the action went on, we often use the past continuous rather than the past perfect continuous:

I was waiting on the platform when they announced that the train had been cancelled. rather than I'd been waiting on the platform when ... (= there is no mention of how long the person was waiting.)

We use the past perfect when we say how many times something happened in a period up to a particular past time:

I'd spoken to her only a couple of times before then.

We don't usually use the present perfect continuous or the past perfect continuous to describe states: I'd owned a car ever since I left college. (not I'd been owning ...)

Grammar exercises

3.1 Choose the correct or more natural answer in this radio news report.

Emergency services were bombarded with phone calls from all over the north of the country last night by people who (1) are reporting / reported seeing blue objects shoot across the sky. Mrs Sophia Olsen (2) drove / was driving along the main road at the time.

'I (3) 'm usually coming / usually came along that bit of road at about ten. As I (4) was going / go past the old barn, I (5) was seeing / saw a single bright blue light going across the road in front of my car. I (6) stopped / stop the car and (7) was watching / am watching it for about fifteen minutes. It (8) was travelling / travels quite slowly from east to west and then it (9) 's suddenly disappearing / suddenly disappeared. Until now I (10) wasn't believing / didn't believe in UFOs, although my son (11) is forever trying / forever tries to persuade me that they (12) are existing / exist. But now I (13) thought / 'm thinking that maybe he (14) was being / was right.'

Dr Maria Walker, a lecturer in astronomy at Trumpton University, (15) offers / is offering a simple explanation. 'The reports that (16) were coming / come in last night (17) are suggesting / suggest that it (18) was / is a meteor shower. This (19) is / was not unusual on a small scale, but last night's shower (20) is seeming / seems to have been very large. In fact, we (21) were getting / are getting an increasing number of meteor showers, and my department (22) is currently researching / currently researches possible reasons for this.'

But many witnesses to the events (23) believe | are believing that they (24) are observing | were observing more than a meteor shower, and that last night the Earth was actually visited by beings from outer space.

13

1 Tenses

3.2 Complete the sentences using the verbs in the box. Use the same verb in each pair of sentences. Use the present simple, present continuous, past simple or past continuous.

| 1 | a | I'm _thinking about taking a gap year before I go to university and going travelling around South America. |
|----------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | b | A: Why's Yusuf having a party? |
| | | B: I think it's his birthday. |
| 2 | a | A: How did the cat get up into the tree? |
| | | B: I he was chasing a bird. |
| | b | A: Let me know when the post arrives. |
| | | B: Why, you something important? |
| 2 | 2 | A: What happened to your wrist? |
| , | a | |
| | 1 | B: I the window for some new curtains and I fell off the ladder. |
| | b | I was given this pedometer for my birthday. You just hook it on your belt and it how far you walk during the day. |
| 4 | a | This month's special exhibition of South African art over 5,000 visitors a day to the museum, whereas we normally only get about 2,000. |
| | b | As the home of William Shakespeare, Stratford tourists from all over the world. |
| 5 | a | you that big house over there? It's my uncle's. |
| | b | I split up with Alex when I found out that he someone else. |
| 6 | a | I Giulia's under a lot of stress at the moment with moving house and starting a new |
| | | job. |
| | b | The baby's smiling in her sleep. I wonder what things she in her dreams. |
| pe fo | rfec ur s | Complete the sentences with an appropriate form of the verb given. Use the past simple, present ct, past perfect and past perfect continuous tenses. Use each tense only once in each group of entences. |
| 1 | pla | |
| | | We <u>have played</u> 35 matches so far this season, so we're all feeling pretty tired. |
| | b | After the match, she admitted that she badly. |
| | C | you rugby or football at the school you went to? |
| | d | Ireland really well all year, so it came as a big surprise when they were beaten by Wales last December. |
| 2 | m | ake |
| | a | We the right decision in emigrating to Canada in the mid-1990s. |
| | | Henson never thought about retirement. In fact, he a documentary film about the indigenous people of Chile when he died. |
| | С | A: When did you realise that you a mistake in joining the army? |
| | 18 | B: When I was posted to a boiling bot jungle |

| | d | developing a technique for containing the disease. They reported their findings at the AAL conference in New York this week. | | | | | |
|------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 3 | rur | 1 | | | | | |
| | a | Over the last year I workshops on creative writing in twelve colleges and universities. | | | | | |
| | ь | She was breathing hard as if she | | | | | |
| | c | She only two marathons before breaking the world record in the Pan-African Games. | | | | | |
| | | I was late for work so I most of the way. | | | | | |
| | | Complete the sentences using either the present perfect or present perfect continuous form of the iven. Where both are possible, choose the more likely tense. | | | | | |
| 1 | | ce <u>has competed</u> (compete) in the Athens Marathon twice before, but hopes to achieve her best times syear. | | | | | |
| 2 | | come from manufacturing exports still provides the largest proportion of the country's export earnings, t the proportion (drop) for many years. | | | | | |
| 3 | | e house (belong) to the Beecham family for over 250 years, but the present owner, anald Beecham, is selling it. | | | | | |
| 4 | | elnik (serve) a life sentence for murder since 1990, but his lawyers are arguing for an rely release. | | | | | |
| 5 A: I'd like a career where I can travel and meet people. | | | | | | | |
| | B: | (consider) becoming a tour guide? | | | | | |
| 6 | A: | (swim)? You look really exhausted. | | | | | |
| | B: | I am. I did 50 lengths of the pool. | | | | | |
| 7 | A: | A: Did you manage to get in touch with Chloe? | | | | | |
| | B: | No, I (try) three times in the last hour, but she's always engaged. | | | | | |
| 3 | .5 | Choose the correct tense. | | | | | |
| | | ood morning, Mr Nilsson. What can I do for you? | | | | | |
| | | ell, doctor, (1) I've been getting / I've got some really bad headaches. | | | | | |
| | | cay. Can you tell me exactly when these headaches (2) were starting / started? | | | | | |
| B: | clie fini | n, yes, I (3) have remembered / remember it vividly – it was on a Friday three weeks ago. I (4) had been orking / worked in front of my computer all week because I (5) did / was doing a job for an important ent – (6) I was working / I've been working as a website designer for the last few years, you see. I (7) had just ished / had just been finishing when the pain started, and by the end of that day I (8) was feeling / have felt ally bad. | | | | | |
| A: | Ok | cay. And how (9) have you slept / have you been sleeping? | | | | | |
| B: | Not very well, actually. Usually I'm asleep as soon as my head (10) hits / is hitting the pillow, but recently (11) I've been having / I'm having difficulty getting to sleep. | | | | | | |
| A: | I see. Now, (12) I'm noticing / I notice that you wear glasses. (13) Have you had / Were you having your eyes tested recently? | | | | | | |
| | | , I (14) haven't had / didn't have them tested for a couple of years, I suppose. | | | | | |
| A: | wo | ray, what (15) I suggest / I'm suggesting is that first you get your eyes tested. Then when you (16) are rking / have worked at your computer, take frequent breaks to rest your eyes. If that (17) hasn't solved / | | | | | |

Exam practice

Reading and Use of English Part 2

For questions 1 – 8, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (0).

| | Planets beyor | nd our solar sy | stem | |
|----------------------------|-------------------------------|---------------------|---------------|---------------------------------|
| Throughout history we h | ave wondered about the po | ossibility (0) | of | life beyond the Earth. It is |
| only in recent years, how | vever, that advances in tech | nology (1) | | revealed the existence of |
| extrasolar planets (or 'ex | xoplanets'); (2) | is to say, p | lanets wh | nich orbit not our own Sun, but |
| other stars in the univer | se. So (3) | , astronomers ha | ave identif | fied a few thousand exoplanets, |
| but believe that billions | more exist. | | | |
| Although many astronom | mers believe that a large nu | mber of planets i | in the univ | verse are capable of |
| supporting (4) | kind of living organ | nism, whether or | not life ha | as developed on any of them |
| (5) no | t yet known. An essential re | equirement for life | e is liquid | water. (6) |
| a planet is to have liquid | water on its surface, its ter | mperature must | be (7) | too hot nor too |
| cold. However, (8) | a planet, other | than the Earth, | has yet to | be discovered. |

The future

Will, be going to + infinitive, shall; present tenses for the future; future continuous, future perfect and future perfect continuous; be to + infinitive; future in the past

Context listening

Which of these activities would you like to do on a visit to the USA?













1.2 Do3 Jessica is doing a course in American Studies at a British university. As part of this programme she will spend her third year studying at a university in Los Angeles in California. Her friend, Kelly, wants to visit her while she is there. Listen to them talking about their plans. Which of the activities shown in 1.1 do they mention?

1.3 Do3 Listen again and fill in the gaps.

- 1 I'm spending a few days sightseeing in New York.
- 2 I ______ in Los Angeles on the 20th.
- 3 I ______ for my own place.
- 4 It ______ a long time to catch up.
- 5 I _____ up there if it's not too expensive.
- you stop over anywhere on the way out?
 When I come to see you, you ______ in California for nearly six months.
- 8 You _____longer, won't you?
- 1.4 How many different ways of referring to the future did you use in 1.3?

Grammar

2.1 Will, be going to + infinitive and shall

START POINT

Will

I think I'll fly directly to Los Angeles. (= a decision made without planning)

I'm sure you'll have a fantastic time. (= a prediction based on opinion or experience)

I'll be 21 on 2nd January. (= a fact about the future)

I'll meet you at the airport. (= willingness)

Be going to + infinitive

First I'm going to stay with Daniel and Susanna. (= a decision already made)

The cloud's building up. It's going to rain this afternoon. (= a prediction based on outside evidence)

We can sometimes use will instead of be going to to make a prediction based on evidence, but when we do, we usually include an adverb:

The cloud's building up. It'll definitely rain / It's definitely going to rain this afternoon.

We can use will or be going to in the main clause of an if-sentence with little difference in meaning when we say that something is conditional on something else:

If I don't go now, I'll be / I'm going to be late for my next lecture.

We use will, not be going to, when the main clause refers to offers, requests, promises and ability:

If my plans change, I'll let you know, of course. (= promise)

If you bring your tent, we'll camp on the coast for a few days. (= ability; 'we will be able to camp')

In formal contexts, we can use shall instead of will with I or we:

in questions that ask about intentions:

Shall I/we see you before you leave? (= Will I/we have the opportunity to see you?)

in statements about the future, although will is more usual:

When I finish my course I shall/will have some time to travel around America.

2.2 Present continuous and present simple for the future

START POINT

Present continuous

I'm spending a few days sightseeing. (= event intended or arranged)

Present simple

Lectures start on 27th July. (= event as part of an official schedule)

Compare the use of the present continuous for the future and be going to:

I'm flying on 15th July at ten in the evening. (= already arranged)

I'm going to fly up there if it's not too expensive. (= the speaker intends to fly but has not made the arrangements yet)

We tend to avoid be going to go and use the present continuous (be going to) instead:

Then I'm going to San Francisco. rather than Then I'm going to go to San Francisco.

We can't use the present continuous for future events which are not controlled by people:

It's going to rain this afternoon. (not It's raining this afternoon.)

We can use either the present simple or will to talk about formal arrangements made by, for example, a university or company:

The semester begins on 7th December. or The semester will begin on 7th December.

The present continuous is used in informal arrangements:

You're not staying with them the whole time, then? (= informal arrangement) (not You don't stay with them the whole time, then?)

We use the present simple, or sometimes other present tenses, to refer to the future in time clauses with a conjunction (e.g. after, as soon as, before, by the time, when, while, until); in conditional clauses with if, in case, provided and unless; and in clauses beginning with suppose, supposing and what if:

As soon as I book my tickets, I'll let you know. (not As soon as I will book ...)

It'll be good to know I can contact them in case I have any problems. (not ... in case I will have ...)

What if I don't like it? (not What if I won't like it?)

2.3 Future continuous, future perfect and future perfect continuous

We use the future continuous (will + be + present participle) to talk about something predicted to happen at a particular time or over a particular period in the future:

I'll be studying really hard during the semesters.

We use the future perfect (will + have + past participle) to make a prediction about an action we expect to be completed by a particular time in the future:

By the time you come I'm sure I'll have got to know the city really well.

We use the future perfect continuous (will + have been + present participle) to emphasise the duration of an activity in progress at a particular point in the future:

When I come to see you, you'll have been living in California for nearly six months.

We can also use the future continuous, future perfect and future perfect continuous to say what we believe or imagine to be true:

Dad won't be using his car, so I'm sure it's okay to borrow it. (= an activity happening now or at a particular point in the future)

They'll have forgotten what I look like. (= an event that took place before now or before a particular point in the future)

My plane's been delayed. Daniel and Susanna will have been waiting for me at the airport for hours. (= an activity continuing to now)

2.4 Be to + infinitive

Be to + infinitive is commonly used:

in news reports:

Extra lifeguards are to be posted at the beach after a shark was seen close to the shore.

to talk about formal plans, and rules or instructions:

Students are to hand in project reports at the end of semester two. (active)

Project reports are to be handed in at the end of semester two. (passive)

We only use am/is/are to + infinitive to talk about future events that people can control:

The weather will still be warm even in winter. (not The weather is still to be warm.)

We often use be to + infinitive in if-clauses when we mean 'in order to':

If she is to get a good grade in her project report, she needs to work on her statistics. (= in order to get a good grade, she needs to work on her statistics)

2 The future

miss / will miss

persuades / will persuade

2.5 Future in the past

A number of forms can be used to talk about a past activity or event that was still in the future from the point of view of the speaker:

I was going to see an aunt in Seattle a couple of years ago, but I cancelled the trip because she got ill. (= a plan that didn't happen)

is going to melt / is melting

am starting out / will start out

I knew I would be feeling awful by the end of the flight. (= a prediction made in the past)

will have / am having

will be enjoying / enjoys

Grammar exercises

3.1 Complete the sentences using the verbs in the box. Choose the most appropriate form.

| | China September Control of the Contr | | | | |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| 1 | A: Do you want to come out for a meal tonight? | | | | |
| | B: 1 'm starting out early tomorrow morning - my flight's at six - so I don't think I'll come, thanks. | | | | |
| 2 | some friends over for dinner on Saturday. Do you want to join us? | | | | |
| | They reckon the Greenland ice sheet within a few years. | | | | |
| 4 | A: Yoshi doesn't want to come on holiday with us, then. | | | | |
| | B: He says that now, but I'm sure Hannah him to change his mind. | | | | |
| 5 | By the middle of the week, temperatures to 30°C. | | | | |
| 6 | I'm not sure when I'll be home tonight. Expect me when you me. | | | | |
| 7 | A: The coach leaves Kiev at exactly 5.00 from the bus station. | | | | |
| | B : What if I it? | | | | |
| | A: You'll have to take the train. | | | | |
| 8 | A: It's Lucia's first week away at university. I wonder how she's getting on? | | | | |
| | B: I'm sure she herself. | | | | |
| 3 | Choose the correct future form. | | | | |
| 1 | You'll freeze if you'll go / go out dressed like that. Put on a warm coat! | | | | |
| 2 | When I retire next year, I'm doing / going to do a lot of travelling around South America. | | | | |
| 3 | Look at that stupid cyclist! He's going to cause / causes an accident. | | | | |
| 4 | A: What do you want done with this box? | | | | |
| | B: If you just leave it there, I'll take / 'm taking it upstairs when I go. | | | | |
| 5 | A: What are you doing / do you do this evening? | | | | |
| | B: Oh, I don't know. Maybe I'll Skype /'m Skyping Lydia. | | | | |

6 Please note that next week's concert is commencing / will commence at 7.00, not 7.30 as advertised in

the programme.

- 7 A: Adele will do / is doing a concert in Milan next month.
 - B: Will / Shall I book some tickets?
- 8 When Stefan is / will be 50, Sofia is to be / will be 18.
- 3.3 Complete the sentences using a future form of the verbs given. Use the same future form for all three sentences in each group. Use:

| | ent simple future continuous be to + infinitive be going to + infinitive re perfect present continuous future perfect continuous | | | | | |
|---|---------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 1 | get go terminate | | | | | |
| a | All change, please – this train <u>terminates</u> here. | | | | | |
| b | What time does our plane get (our plane) to Athens? | | | | | |
| C | The cat runs away from me as soon as Igo near it. | | | | | |
| 2 | buy have need | | | | | |
| | | | | | | |
| а | A: What are you going to town for? B: I some new shoes. | | | | | |
| h | | | | | | |
| b | A: Jane's not looking very well. | | | | | |
| | B: No, apparently, she a major operation. | | | | | |
| C | A: I've made a list of the things you for the field trip to Iceland. | | | | | |
| | B: Thanks, that's really helpful. | | | | | |
| 3 | negotiate watch work | | | | | |
| a | On April 1st next year I at the university for 25 years. | | | | | |
| b | A: It's such a pity that Ella is away and can't watch the match with us. You know how much she love tennis. | | | | | |
| | B: I'm sure she it on TV in her hotel room. | | | | | |
| C | The next statement from the trade union leaders is expected at ten o'clock tonight. By that time the with the employers for 36 hours. | | | | | |
| 1 | come do support | | | | | |
| a | Justin's not feeling well, so hetonight after all. | | | | | |
| b | Who(you) in the world cup final, France or Brazil? | | | | | |
| C | A: What do you think Lola at the moment? | | | | | |
| | B: Oh, she'll still be in bed. | | | | | |
| 5 | create launch leave | | | | | |
| | The computer firm Clarken 300 new jobs at its assembly plant just outside Dublin | | | | | |
| b | All mobile phones outside the examination room. | | | | | |
| c | The government an enquiry next week into allegations of corruption in the civil | | | | | |
| | service. | | | | | |

6 analyse have move

- a The bank predicts that by the end of next year, over 80% of its customers ______ to online banking.
- b Natasha ______ her exam results by now. I wonder how she's got on.
- c My research is going rather slowly at the moment, but I'm certain by the end of the year all of my data

7 go have make

- a She ______ a speech at the conference next week.
- b I ______ out there it's pouring with rain and I haven't got an umbrella.
- c We _____ risotto for dinner. Is that okay with you?

Exam practice

Reading and Use of English Part 8

You are going to read a magazine article in which five career consultants give advice on interview technique. For questions **1** – **10**, choose from the consultants (**A** – **E**). The consultants may be chosen more than once.

| Which consultant makes the following statements? | |
|---------------------------------------------------------------------------------------------|-----|
| Interviewers look for applicants with specific skills. | 1 |
| Try to make a good impression early in the interview. | 2 |
| Insufficient preparation by applicants is a common weakness. | 3 |
| Doing prior research helps distinguish you from other applicants. | 4 . |
| Give yourself a moment to think about your answers to interviewers' questions. | 5 |
| You should be able to support your application with additional information at an interview. | 6 |
| Find out the opinion of other people who deal with the organisation. | 7 |
| Consider the match between the job requirements and your experience. | 8 |
| Getting an interview indicates that the employer believes you can do the job. | 9 |
| Use a number of sources to discover more about the organisation. | 10 |
| | |

Exam practice

Job interviews: expert advice for graduates

Are you a graduate about to apply for jobs? We asked five career consultants to give some tips on performing well in interviews.

Consultant A

Ask recruiters what disappoints them most about the people they interview and the answer is often the same - lack of knowledge of their organisation. And lack of knowledge suggests lack of interest. You will have learned research skills in your university degree, so apply them to job hunting and don't forget that social networks can also provide a lot of inside information. Find out how the organisation you are applying for has developed in recent years, how its products or services and markets have changed, who its competitors are, what its ethos is. Then use that information intelligently - simply regurgitating facts won't impress the interviewers. Instead, you need to demonstrate an understanding of what it all means for you as a prospective employee, what the challenges would be and the skills and attributes you'll need to make a positive contribution.

Consultant B

Three-quarters of interviews are failed within three minutes of entering the room. Interviewers are put off by weak handshakes, a lack of eye contact, poor body language and poor posture (slumped shoulders suggest a lack of confidence). Many recruiters make early judgements about your trustworthiness, likeability and professionalism and spend the rest of the interview confirming these opinions. You should shake hands firmly and warmly, but wait to be invited to sit down. Strong handshakes communicate sociability and friendliness - normally desirable qualities in candidates - whereas weak handshakes may communicate introversion and shyness. At the start of the interview you should smile at and maintain good eye contact with the interviewer. Take a little time to consider your response to what the interviewers ask before speaking. Then, when you have decided what to say, speak clearly and not too fast.

Consultant C

Inevitably, you will be asked at some stage during the interview why you want to work for the organisation you are applying to. This is a great chance to show your business awareness, but you'll need to prepare. Before the interview, contact one of the organisation's

customers – you should be able to identify some through an internet search – and ask them questions such as: 'What's it like to do business with company X?', 'What makes them stand out?', 'What makes them successful (or not)?' And then at interview explain the research that you've done and include their customer's responses in your answers. That way you'll stand out from the crowd; not only will you give evidence of your personal enterprise and your genuine interest in the organisation, but also your understanding of the business world.

Consultant D

Most employers will want you to demonstrate a particular set of abilities which they believe are essential to the job role, for example team work, communication, problem solving and time management. At interview, you are likely to be asked to give specific examples of times when you have demonstrated those abilities. Employers recognise that you might not have lots of directly relevant work experience, so when they ask these questions they will usually be happy for you to provide examples from any aspect of your life, such as your studies, part-time work, volunteering, interests or extra-curricular activities. So before you go to an interview, check the job description for the skills and competencies required, then reflect on your experiences and think about examples that you could use as evidence.

Consultant E

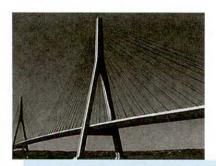
It's natural to be nervous, but if an employer thought you weren't good enough, they simply wouldn't waste their time on getting to know you in an interview. What interviewers aim to do is find out whether what's written in your application is genuine and how well you'll fit in. So the best advice I can give is: just be yourself in the interview. Of course, they'll also be testing your understanding, motivation and ability, most often by asking you to talk them through examples of your practical knowledge that show you have the expertise the job requires. You'll need to expand on what you've written and it's a good idea to have some new examples ready, too.

3 Modals (1)

Ability; possibility; conclusions, willingness, habitual events; necessity, deduction; 'not necessary'; obligation

Context listening

1.1 Look at these newspaper headlines and photos. What do you think the stories are about?



Borland link opened



More air travel chaos looms

School evacuation in South Wales

Sport the answer to obesity crisis

| | 1.3 204 Liste | n again and fill in | the gaps. | | | | |
|---|----------------------------------------------------------------------|-------------------------------------------------------|---------------------------|----------------|--|--|--|
| 1 | Air passengers <u>could be hit</u> badly today. | | | | | | |
| 2 | The cabin staff | | the new working condition | ns. | | | |
| 3 | Up to 200 teachers and pupilsevacuated from Northfield Primary Schoo | | | | | | |
| 4 | Firefighters the fire under control fairly quickly. | | | | | | |
| 5 | I think it of great benefit to the island. | | | | | | |
| 6 | There | hererestrictions on the number of people moving here. | | | | | |
| 7 | Theytheir children whatever encouragement they can. | | | | | | |
| 8 | lt | warm, sunny a | and dry, with temperature | es up to 22°C. | | | |
| | 1.4 In which of t | he extracts do the | words you have written | refer to: | | | |
| 1 | ability? | 4 | 4 | possibility? | | | |
| 2 | necessity? | - | 5 | prediction? | | | |
| 3 | obligation? | | | | | | |

1.2 \(\sum_{04} \) Listen to a radio news summary and check whether you were right.

Grammar

START POINT

Can/could

We'll get wealthy people from the mainland who **can** afford second homes. (= **general ability**)
Before the bridge was built we **could** only get to the island by ferry. (= **general ability in the past**)

May/could/might

Up to 100,000 people may experience delays. (= it's possible this will happen)

Air passengers could be hit badly today. (= it's possible)

It might be a number of months before the sports centre is back in operation. (= it's possible this is true; less certain than may or could)

Will/would

That will push up house prices. (= prediction about the future)

If schools highlighted the importance of physical exercise, this **would** have a major positive impact on children's attitudes to sport. (= prediction about an imaginary situation)

Must

The cabin staff must accept the new working conditions. (= a rule or order)

This negative attitude to sport mustn't be allowed to continue. (= it's not allowed or not a good idea)

Don't need to / needn't / don't have to

Parents don't need to / needn't be very interested in sport themselves. (= it's not necessarily true)
I'm sure I don't have to spell out the chaos being caused in the airline industry. (= it's not necessary)

Ought to / should

Parents ought to / should give their children whatever encouragement they can. (= obligation and recommendation)

2.11 Can, could, be able to: ability

We can use be able to instead of can or could, particularly in more formal contexts:

The hotels on the island **are able to** accommodate hundreds of visitors. (more formal) or The hotels on the island **can** accommodate ... (less formal)

We use be able to to talk about ability on a specific occasion in the past:

Firefighters were able to bring the fire under control fairly quickly. (not Firefighters could bring ...)

We can use either could or be able to in negatives in the past:

They couldn't / weren't able to prevent the fire damaging the school's sports centre.

We usually prefer can or could with verbs of sense (e.g. feel, hear, see, smell, taste) and verbs of thinking (e.g. believe, remember, understand):

I can't believe Mr Wade is being so confrontational.

We use be able to in perfect tenses, -ing forms, infinitives and after modal verbs:

We've now been able to contact him.

The film star hates not being able to leave her house.

They've got to be able to adapt to change.

Parents might be able to help.

We prefer can and could in passives:

The news can be read on our website.

To talk about a future ability, we use will be able to:

Islanders won't be able to buy properties.

We use can or be able to to talk about possible future arrangements and can (or more politely could) to ask for permission:

The President can't / is not able to visit the country until next month.

Can/Could I ask you what you think of the new bridge?

2.2 May, might, can, could: possibility

To talk about a more general possibility of something happening we can use can or may:

The temperature in the mountains can/may fall below freezing even at this time of year.

We use could to say that something was possible in the past:

It could be a very rough journey, too.

We don't use may to ask questions about the possibility of something happening. Instead we use could or the phrase be likely to:

Could the negotiations finish today, do you think?

What time is the meeting likely to finish?

Might is sometimes used in questions, but is rather formal.

We can use these modals in negative sentences, including those with words like *only* or *hardly*, to say that things are not possible or that it is possible that things are not the case:

The company can hardly be described as a success. (= it is not possible to describe it as a success)

I think we should call off the strike, but other people may/might not agree with me. (= it's possible that people don't agree with me)

2.3 Will, would, used to: conclusions, willingness, habitual events

We can use will to draw conclusions or state assumptions about things we think are true:

No doubt you will have heard the news by now.

We use will (not) to talk about (un)willingness or refusal to do something:

The minister says he will resign if no solution is found.

We will not be bullied by management.

The computer won't let me print documents. (We can say that inanimate objects, such as machines, can be unwilling or refuse to do something.)

We use would to talk about willingness in the future, in conditionals, and when we say that we are willing but unable to do something:

Many people would be happy to pay higher taxes for better public services.

The minister would be pleased to accept the invitation if it were not for other commitments.

We don't use would to talk about willingness on a specific occasion in the past:

David Wade agreed to meet the union representatives. (not David Wade would agree ...)

We can use will (present) and would (past) to talk about characteristic behaviour or habits, or about things that are true now or were true in the past:

Some parents will actually discourage their children from taking up a sport.

Many passengers would get seasick during the crossing.

We can use either would or used to to talk about things that happened repeatedly in the past:

The crossing would/used to take over an hour at least.

We don't use would to talk about past states:

We used to be terribly isolated here because the ferry service was so bad. (not We would be terribly isolated ...)

3 Modals (1)

2.4 Must, have (got) to: necessity, deduction

We can use either *must* or *have to* to say that it is necessary to do something, although *have to* is less formal and is also preferred in questions:

The cabin staff must / have to accept the new working conditions if the airline is to compete.

When we say that something was necessary in the past we use had to, not must:

Up to 200 teachers and pupils had to be evacuated from a school in South Wales today.

To say something is necessary in the future we use will have to:

To stay in business we will have to cut our costs.

We use must when we decide that, in our opinion, something is necessary or important:

I must give you my email address.

Have to suggests that the necessity comes from outside; for example, from a rule or official order:

The council has to close two city centre car parks following a health and safety report.

We usually use must, rather than have to, when we conclude that something (has) happened or that something is true.

The bridge must have cost a fortune.

When we conclude that something is impossible, we use can't or couldn't:

That can't be right, surely? (not That mustn't be right, surely?)

Sometimes we can use either have to or have got to, although have got to is more informal. We use have to with frequency adverbs and with other modal verbs:

Islanders normally have to queue for half an hour to get on the ferry.

The airlines will have to return to the negotiating table.

If have is contracted (e.g. I've), then we must include got:

They've got to be changed. (not They've to be changed.)

When we use the past simple we prefer had to rather than had got to:

The manager seemed to be doing a good job. Why did he have to go? (not Why had he got to go?)

2.5 Didn't need to, didn't have to, needn't have: 'not necessary'

To say it was not necessary to do something in the past, we use didn't need to or didn't have to: He didn't have to wait long for a response. (= he didn't actually wait long)

When we think something that was done in the past was not necessary, we use need not (needn't) have: The event organisers expected the bad weather to affect ticket sales. However, they need not have worried, as every ticket was sold. (= they worried but it was not necessary)

2.6 Should, ought to: obligation

We can often use either should or ought to to talk about obligation (in giving advice and recommendations, saying what we think is a good idea and talking about responsibility):

I think we ought to / should keep Borland for the islanders! (= it's a good idea)

The authorities ought to / should prosecute companies that cause pollution. (= talking about responsibility)

We can use either should or ought to to say that something is likely because we have planned it or expect it to happen:

They say the road will be ready in five years, but they should / ought to be able to build it faster.

We use shouldn't rather than oughtn't to if something is unlikely:

If you're in the south of the country, you shouldn't be troubled by any rain today.

Grammar exercises

3.1 Choose the correct verb.

- 1 Adult ladybirds may / might be black, red or yellow.
- 2 We can / 'll be able to get to the airport in 20 minutes when the new line is finished next year.
- 3 I left home because I wasn't able to / can't find a job there.
- 4 A: I can't find my purse anywhere.
 - B: May / Could you have left it in the restaurant?
- 5 Not so long ago, more than 20 species of fish could / were able to be found in this river.
- 6 A: Apparently, there's been an accident in the High Street.
 - B: That might / is able to explain why the bus is taking so long.
- 7 A: Lena says she'll definitely pay the money back.
 - B: I wish I was able to I could trust her.
- 8 This camera is a bit cheaper than the other one, but it mightn't / can't be as good, of course.

3.2 Amir is talking to Martha just before and after a job interview. Choose the correct verb.

Before the interview

A: What time (1) have you to / have you got to / must you be there by?

M: 10.30.

A: You (2) must / have to / have got to be really nervous.

M: Terrified! But it doesn't matter, I know I won't get the job.

A: You (3) haven't got to / mustn't / can't be sure of that. You've got just the right experience and qualifications.

M: But I feel tense. I'm worried I (4) can't / couldn't / mightn't make a good impression in the interview.

A: I'm sure you'll be okay.

After the interview

M: I got it!

A: Congratulations! What (5) had you got to / must you / did you have to do?

M: Well, mainly I (6) had got to / had to / must tell them why I wanted to work there.

A: And does the job sound good?

M: Fantastic. I'll (7) have to / must / have got to do a lot of travelling.

A: Well that (8) oughtn't to / shouldn't / mustn't be a problem for you.

M: No, and I may (9) must / have to / have got to spend some time in Barcelona.

A: Well, I think we should certainly go out for a meal to celebrate.

M: Great idea.

3.3 Choose the correct sentence ending. Sometimes both are possible.

- 1 I have to get up early tomorrow, so I ...
 - a mustn't be too late going to bed tonight.
 - b don't need to be too late going to bed tonight.
- 2 When we got to the station, we found that the train was half an hour late, so we ...
 - a didn't need to rush after all.
 - b needn't have rushed after all.

3 Modals (1)

- 3 The meeting will be quite informal, so you ...
 - a don't need to wear a suit.
 - b don't have to wear a suit.
- 4 Fortunately, he wasn't badly hurt in the accident, so he ...
 - a needn't go to hospital.
 - b didn't need to go to hospital.
- 5 Gwen has lost a lot of weight during her illness, so you ...
 - a needn't look surprised when you see her again.
 - b mustn't look surprised when you see her again.
 - The tennis courts are open to the public, so you ...
 - a needn't be a member of the club to play here.
 - b mustn't be a member of the club to play here.
- 7 The house was in good condition when I bought it, so I ...
 - a didn't need to decorate before I moved in.
 - b didn't have to decorate before I moved in.
- 8 As it turned out, the exam was quite easy, so I ...
 - a didn't have to spend all that time revising.
 - b needn't have spent all that time revising.

3.4 Match a sentence beginning with one of the endings. You won't need to use all the endings.

- 1 I said I'd pay for her ticket but she
- 2 In just a few years from now people
- 3 I still remember how they
- 4 Forecasters are warning that heavy snow
- 5 Here's some really nice cheese that I don't think you
- 6 We live in an old house that
- 7 Writing my geography assignment

- a could cause dangerous driving conditions.
- b shouldn't take me too long.
- c can do 3D printing in their own homes.
- d wouldn't accept my offer.
- e would play together so well as children.
- f would be a school.
- g will be able to control their car using an app.
- h used to belong to a politician.
- i will have tasted before.
- j might have tried.

Exam practice

Listening Part 1

You will hear three different extracts. For questions 1 − 6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract One

You hear two people on a radio programme discussing music education for children.

- 1 They agree that young children should
 - A learn an instrument that requires a lot of concentration.
 - B be started on instruction at an early age.
 - C focus largely on music theory.
- 2 What does the woman say about the piano?
 - A It is not possible to play simple tunes on it.
 - B Playing it can discourage children from learning another instrument.
 - C Most young children are not mature enough to learn it.

Extract Two

You hear part of an interview with a rock climber called Ben.

- 3 In Ben's view, what is the best way to improve as a climber?
 - A take the advice of other climbers
 - B learn from the mistakes you make
 - C watch more experienced climbers
- 4 Why does Ben prefer not to climb alone in icy conditions?
 - A He can learn new techniques from other people.
 - B He gets nervous when rocks have ice on them.
 - C He lacks experience of climbing on ice.

Extract Three

You hear part of an interview with a restaurant critic called Amanda Downing.

- 5 How do most waiters react when they realise who Amanda is?
 - A They give her special attention.
 - B They are overcome with nerves.
 - C They provide her with free food.
- 6 In what way, according to Amanda, are most restaurant owners completely wrong?
 - A They think customers choose a restaurant only for its quality of service.
 - B They don't understand customers' motivation for eating in restaurants.
 - C They think their priorities are different to those of their customers.

4 Modals (2)

Complex modal forms; dare and need; had better; be allowed to; be supposed to; other verbs with modal meanings

Context listening

1.1 \(\bigcap_{06} \) Listen to this extract from a radio drama. Two police officers are discussing a major art theft from the fourth floor of a modern art gallery. Which of these pictures (a-f) do the police officers discuss?













- 1.2 206 Listen again and match the sentence beginnings and endings.
- 1 Anybody trying to do that would-
- 2 After that they might
- 3 So someone else must
- 4 Do you think he might
- 5 But of course, he might
- 6 I suppose he could
- 7 The driver must
- 8 The forensic team should

- a have opened the door from the inside.
- b be hiding some information from us.
- c have been seen from the street below.
- d have finished examining the building by now.
- e have been expecting them and that he was part of the gang?
- f have been lowered by rope from the roof.
- g have been waiting nearby.
- h be lying.
- 1.3 Which of the sentences in 1.2 include these grammatical patterns?
- 1 modal verb + have been + past participle
- 2 modal verb + have + past participle
- 3 modal verb + have been + present participle
- 4 modal verb + be + present participle

| 174111111 | | | | |
|-----------|--------|------|------|------|
| 10 | (would | have | been | seen |

Grammar

2.1 May / might / could + be + present participle; may / might / could + have + past participle

START POINT

But of course, he might be lying. (not But of course, he can be lying.) (= in the present: it's possible he's lying)
They could have got in through a window up on the fourth floor. (= in the past: it's possible they got in)

With a future time reference we can use may / might / could + be + present participle and may / might / could + have + past participle to say it is possible that something will happen in the future:

Nik's flight was cancelled, so he may/might/could be arriving much later than expected.

2.2 May / might / could + have been + present participle

The thieves may/might/could have left the country by the time we get to the airport.

We can use may/might/could + have been + present participle to talk about situations or activities that were possibly happening at a particular past time:

Do you think he might have been expecting them?

2.3 Would / will + have + past participle

We use would have + past participle to talk about an imaginary past situation:

People would have seen them from the street below.

To show that we think a past situation actually happened, we use will have + past participle: If they smashed a window to get in, people living nearby will certainly have heard something.

2.4 Should / ought to + have + past participle

We use should / ought to + have + past participle to talk about something that didn't happen in the past, particularly when we want to imply some regret or criticism:

He must know that he **ought to have called** the police as soon as he found the door open. We **should have been contacted** earlier. (passive)

We can also use should / ought to + have + past participle to talk about an expectation that something happened, has happened, or will happen:

The forensic team **should have finished** examining the building by now.

2.5 Must / can't / couldn't + have + past participle

START POINT

So someone else must have opened the door from the inside. (active)

It must have been opened from the inside. (passive)

We can use must have + past participle to draw a conclusion about something in the past.

To draw a conclusion about a past event, saying that it was not possible, we use *can't have* + past participle or *couldn't have* + past participle:

One man alone couldn't have carried all those paintings. (not ... mustn't have carried ...)

4 Modals (2)

To draw a conclusion about something happening at a particular past time, saying that it was likely or certain, we use *must have been* + present participle:

The driver must have been waiting nearby.

2.6 Must be + present participle

We can use $must\ be\ +$ present participle to draw a conclusion about something happening around the time of speaking. We can use $must\ be\ +$ present participle or $must\ be\ going\ to$ to draw a conclusion about something likely to happen in the future:

I'll speak to the curator of the museum later. She must be feeling devastated.

They're taking the head cleaner to the police car, They must be going to arrest him, Or They must be arresting him.

2.7 Dare and need

START POINT

He gets annoyed easily, so I daren't criticise him. / A good car needn't cost a lot. She dared me to jump across. / We need to talk to them.

Dare and need can be used either as modal verbs (+ bare infinitive) or ordinary verbs (+ to-infinitive).

As modals, dare and need are mostly used in negative contexts. We can use either dare to or dare (without to) when it is not followed by not:

But no one would have dared (to) climb up the outside of the building.

I daren't tell him I've got another job. (not I daren't to tell ...)

We can't include to after needn't:

We needn't interview everyone in the block. (not We needn't to interview ...)

2.8 Had better

We can use had better instead of should / ought to, especially in spoken English, to say that we think it is a good idea (or not) to do something:

We'd better find out all we can about that guard as soon as possible.

We'd better not go in until the forensic team has finished.

We use should or ought to when we talk about the past or make general comments:

I should / ought to have phoned her earlier.

People should / ought to support the police more. (not People had better ...)

2.9 Be allowed to

We can use could or was/were allowed to to say that in the past someone had general permission to do something. Only the security guard could / was allowed to stay in the museum after it closed.

To talk about permission on a particular occasion, we use was/were allowed to (not could):

Although he had no ID, the man was allowed to enter the building.

In negative sentences we can use either *could* or *was/were allowed to* when talking about permission in general or on particular occasions:

They let reporters into the crime scene, but they couldn't / weren't allowed to take photos.

2.10 Be supposed to

We can use be supposed to to express a less strong obligation than with should or ought to. Using be supposed to often suggests that events do not happen as expected:

The entry code is supposed to be known only by the security guard. (= suggests that it was in fact known by others)

We can use be supposed to to report what people think is true:

The building is supposed to be one of the most secure in the country. (= people say it is.) (not The building should fought to be ...)

2.111 Other verbs with modal meanings

A number of other verbs are used with similar meanings to modal verbs:

No one is to enter the building until the police give permission. (= obligation - formal)

Everyone present was required to give a statement to the police. (= obligation)

How did they manage to get in? (= ability)

We have succeeded in narrowing down the list of suspects. (= ability)

He might be prepared to tell us more. (= willingness)

The suspects have refused to co-operate. (= unwillingness)

From the evidence found, it follows that it was carefully planned. (= conclusion - formal)

We can conclude that the paintings were stolen by professionals. (= conclusion)

Grammar exercises

3.1 Choose the correct verbs.

- 1 You should / must have been mad to jump off the wall like that. You might / will have broken a leg.
- 2 I didn't dare to admit / couldn't be admitting that I'd dropped his laptop. He will have been / would have been so angry with me.
- 3 The weather forecast said it might be raining / can be raining later, so we'd better to / we'd better take an umbrella when we go out.
- 4 The work on repairing the bridge is supposed to start / ought to start next month, but there have been a lot of complaints about it. It's the height of the tourist season, so they couldn't / mustn't have chosen a worse time to do it.
- 5 Jan must have to know / must have known the brakes on the car weren't working properly. He really should have warned / had better have warned me when he sold it to me.
- 6 There have been yet more delays in building our new office block. They must / were supposed to have finished by now, but I'm starting to think that I might / can have retired before it's built.

| | | | pe + present particip nave been + present | | |
|----|---------------|--------------------------------|----------------------------------------------|---------------------|--------------------------------------------------------------------------------------------|
| C | aus | e change find snow | talk tempt wait | work | |
| 1 | A: | The clouds are getting real | ly dark. | | |
| | B: | Yes, I think it could be | snowing by morr | ing. | |
| 2 | A: | So how did the explosion l | happen? | | |
| | B: | They think it may | by a gas le | eak. | |
| 3 | A: | You were born in Wooton, | , weren't you? It's sup | posed to be a love | ly village. |
| | B: | It certainly used to be, but | it may | since then – | I haven't been there for years. |
| 4 | A: | I rang Wei's doorbell twice | , but there was no ar | iswer. | |
| | B: | He must | _in the garden. | | |
| 5 | A: | Cutting those roses was so | difficult. I've still go | thorns in my hand | ds. |
| | B: | You might | it easier if you'd l | een wearing glove | S. |
| 6 | A: | I thought we were meeting | g Anika outside the t | heatre. | |
| | B: | Yes, but I can't see her. I su | ppose she might | for | us inside. |
| 7 | A: | Did you apply for that job | in Canada I told you | about? | |
| | B: | Well, if the salary was high | er I might | but it was | even less than I'm earning now. |
| 8 | A: | When Aya said 'He's really | lazy', do you think sh | e meant me? | |
| | B: | Well, she could | about some | one else, I suppose | |
| ar | rang ld ex | | rlined parts using o | ne of the words or | nd. Their teacher is talking about the phrases from the box. You need to refused succeeded |
| | | | | | on the glacier. Apparently, because |
| | | | | | n able to arrange a boat trip to study ng a pair of binoculars if you can. |
| Yo | u m | night want to bring a camera | a, too. In past years, s | tudents have (5) b | een able to take some excellent |
| | | | | | that no portable stereos with externa MP3 player if you want to. And finally |
| | | | | | dical insurance for the trip. I'll check |
| | | week that everyone has done | | | |
| 1 | | have refused to | | 5 | <u>_</u> |
| 2 | | | | | |
| 3 | _ | | | 7 | |

3.4 Read these extracts from newspaper and magazine articles. Choose <u>one</u> phrase from each of the pairs in the box to complete the sentences.

could be facing / can be facing could have been prevented / can have been prevented ought to give / ought to have given would not have been able to grow / will not be able to grow might be working / might have been working must get easier / must be getting easier

| 1 | An enquiry into last year's explosion at the Amcon Refinery that killed 25 workers concluded that it <u>could have been prevented</u> if the refinery had installed a hazard warning system, as safety officers |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | had recommended. |
| 2 | There is some evidence to suggest that Jon Ricci as a secret agent during the 1960s, although even after the end of the Cold War this was never confirmed. |
| 3 | Mateus Weber, chief executive of the Schools Examination Authority, said: 'The newspapers claim that the improving results show that exams But we are absolutely certain that standards have remained the same.' |
| 4 | Mr Rosi will return to court on 31 January to hear his sentence, having been warned yesterday that he a long period in prison. |
| 5 | Mesi them the lead just before half time, but he shot straight at the goalkeeper, who made an easy save. |
| 6 | For centuries the flooding of the Nile was very important because, without it, the people crops in the dry desert. But global warming has changed the |
| | traditional patterns of agriculture in this part of the world. |

Exam practice

Reading and Use of English Part 4

For questions 1 – 6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given. Here is an example (0).

| - | Those working with pre-school age children will probably find to | the course interesting. | | | | |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|--|--|--|--|
| | INTEREST | | | | | |
| | The course is likely <u>to be of interest to</u> those working with pre-school age children. | | | | | |
| 1 | During the winter I prefer watching football to playing it. | | | | | |
| | SOONER | | | | | |
| | During the winter I it. | | | | | |
| 2 | | re she has got it wrong. | | | | |
| | MUST | | | | | |
| | Karen says it takes less than an hour to drive there, but she | a mistake. | | | | |
| 3 | 3 Students wishing to enrol on the course should complete all se | ections of the application form. | | | | |
| | REQUIRED | | | | | |
| | Or death debter to the last of the second of | | | | | |
| | Students wishing to enrol on the course form. | in all sections of the application | | | | |
| 4 | form. | | | | | |
| 4 | form. | | | | | |
| 4 | form. I wish I had considered the question more carefully before answer. | wering. | | | | |
| | form. I wish I had considered the question more carefully before answ THOUGHT I should the question more careful | wering. Ily before answering. | | | | |
| | form. I wish I had considered the question more carefully before anso THOUGHT I should the question more careful | wering. Ily before answering. | | | | |
| | form. I wish I had considered the question more carefully before answ THOUGHT I should the question more careful The factory has been able to reduce its CO ₂ emissions by 50% | wering. Ily before answering. in the last year. | | | | |
| 5 | form. I wish I had considered the question more carefully before answ THOUGHT I should the question more careful The factory has been able to reduce its CO ₂ emissions by 50% SUCCEEDED The factory back its CO ₂ emission | wering. Illy before answering. in the last year. as by 50% in the last year. | | | | |
| 4 5 | form. I wish I had considered the question more carefully before answ THOUGHT I should the question more careful The factory has been able to reduce its CO ₂ emissions by 50% SUCCEEDED The factory back its CO ₂ emission | wering. Illy before answering. in the last year. as by 50% in the last year. | | | | |



Nouns, agreement and articles

Compound nouns and noun phrases; subject-verb agreement; countable and uncountable nouns; articles

Context listening

1.1 Nazim has applied to do a college course in Environmental Science. You are going to listen to part of his interview for a place on the course. What questions do you think the interviewer will ask?



| clim | ate change | 2 | | making | 3 | rain |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------------------------------|-------------------------------------------------------|--------------------------------------------------------------------------------|----------|----------------------------------|
| river | | 5 | | saving | 6 | lighting |
| | scheme | 8 | the arms | | 9 | mountain |
| 1.5 | gnoring the shaded parts | | | | | ng form om the interview with |
| he or - | gnoring the shaded parts (=no article). | for now | v, complete these | pairs of sente | nces fro | om the interview with |
| he or – a 7 | gnoring the shaded parts (=no article). There's been drou | for now | v, complete these | e pairs of sente | nces fro | om the interview with |
| he or – a 7 b 7 | gnoring the shaded parts (=no article). | for now ght the n the eff | v, complete these re for a number o fect of d | e pairs of sente | nces fro | om the interview with |
| a 1 b 1 a A | gnoring the shaded parts (=no article). There's been drougher has beer | for now ght the n the eff | v, complete these re for a number o fect of d future? | e pairs of sente | iver lev | om the interview with |
| he or - a 1 b 1 a A b 1 | gnoring the shaded parts (=no article). There's been drough the main problem has beer and what are your plans for | for now | re for a number of fect of dfuture? e without farming | e pairs of senter of months, and of drought on food g in an area like | iver lev | om the interview with |

1.6 Can you explain the difference in meaning of the shaded parts of the sentences?

Grammar

2.1 Compound nouns and noun phrases

START POINT

Common compound noun patterns:

| noun + noun | -ing form + noun | noun + -ing form |
|----------------|------------------|------------------|
| climate change | recycling scheme | energy-saving |

Some compound nouns are usually written as one word (e.g. rainforest), some as separate words (e.g. river levels), and others with a hyphen (-) (e.g. decision-making).

The first noun in a compound usually has a singular form, even if it has a plural meaning: decision-making (not decisions-making)

Instead of a compound noun we can use:

- noun + 's + noun when the first noun is the user of the second noun:
 a women's clinic, a boys' school
- noun + preposition + noun:
 a book about energy conservation, a book about grammar (a grammar book is also common)

We can sometimes use noun + \dot{s} + noun or noun + of + noun with a similar meaning: the charity's aim or the aim of the charity

We are more likely to use noun + 's + noun:

when the first noun refers to a particular person or group of people or to talk about time:
 Mike's job, next year's field trip

We more often use noun + of + noun:

- when the second noun is a non-living thing:
 the title of the CD
- when we talk about a process or change over time: the destruction of the rainforest
- with a long noun phrase:

Mike is the brother of someone I went to school with.

Compounds often combine with other nouns or compounds to form longer combinations: decision-making process, energy conservation scheme

2.2 Subject-verb agreement

Some nouns with a singular form, referring to a group (e.g. government, class, department, team), can be used with either a singular or plural form of the verb, although in formal contexts a singular verb is often preferred: The government has (or have) introduced some really interesting projects.

We usually use a singular verb:

- when names and titles (e.g. of countries, newspapers, books, films) ending in -s refer to a single unit:
 The Netherlands has begun to tackle the problem.
- with a phrase referring to a measurement, amount or quantity:
 Only a few miles separates the villages.
- after percent (also per cent or %) referring to a singular or uncountable noun:

 10% (4th assured)
 - ... 10% of the country's energy comes from wind power.

But if percent refers to a plural noun we use a plural verb:

... 60% of people there are malnourished.

We usually use a plural verb:

 with nouns that normally have a plural form: congratulations, outskirts, clothes. But note that the following nouns ending in -s take a singular verb - news, linguistics, mathematics, physics, politics, statistics and economics when they refer to the academic subject:

Statistics is included in the course. (not Statistics are ...)

 after a/the majority of, a/the minority of, a number of, a lot of, plenty of, all (of), some of + a plural noun / pronoun:

The majority of people there are farmers.

But note that we use a singular verb with the number of:

The number of people suffering from malnutrition is increasing.

The following verb must agree with the main noun in a sentence with a complex subject:

Levels of income from the sale of handicrafts have increased.

When the subject follows the verb, the verb agrees with the subject:

Among the projects invested in by the government is the use of low-energy light bulbs.

2.3 Countable and uncountable nouns

START POINT

Many nouns in English are uncountable: they are not used with alan or in the plural. For example: advice, equipment, information.

Some nouns are used uncountably when we are talking about the general idea, but countably when we are talking about particular examples:

You'd be able to get by with **a** basic **knowledge** of some statistical techniques. **but** The desire for **knowledge** is a fundamental human instinct.

The charity's project has been a success. (= a particular example of success)

Financial success isn't everything. (= success in general)

Other nouns like this include: business, education, sound. Some of these (e.g. education) are only used countably in the singular.

Some nouns (e.g. accommodation, speech, work) have a different meaning when they are used countably and uncountably. Compare:

She gave a speech about global warming.

Children usually develop speech in their second year.

We can use a good / great deal of and amount of before uncountable nouns:

There's a great deal of interest in recycling in the country.

It's saving an enormous amount of waste.

Using these before a plural countable noun is incorrect and you should avoid it in exams. However, they are sometimes used in this way in informal contexts.

We use a number of before plural countable nouns:

There's been a drought there for a number of months.

and plenty of and a quantity of before either uncountable or plural countable nouns:

There was plenty of opportunity for me to travel around the country.

I saw a huge quantity of trees being cut down.

2.4 Articles

We use the:

- with singular, plural or uncountable nouns when we expect the listener or reader to be able to identify the thing or person referred to:
 - It's a project run by a European charity. The charity's aim ...
- when a following phrase or clause identifies what particular thing we are talking about:
 the climate in this region, the impact of climate change, the ecology of mountain environments
- when we talk about things that are unique:
 in one part of the world, the sky, the future; the first/next time; the only/main problem; the smallest
 improvement, the arms trade, the environment
 - Some 'unique' nouns can be used with a/an when we describe a type or aspect of the thing. Compare: What are your plans for the future? and It's hard to imagine a future without farming in an area like that.

We use a/an:

- when a singular countable noun is introduced for the first time into a spoken or written text:
 He's the head of a project run by a European charity.
- to talk about an unspecified person, thing or event: I didn't have a shower for days.
- to describe someone/something or say what type of thing someone/something is:
 It's a beautiful country. It's an international organisation.
- to say what a person's job is:
 - You think that as a politician, you'd be able to do this?
 - But note that we use the or no article to give a person's title or their unique position: He's **the** head of a project there. **or** He's head of a project there.
- in number and quantity expressions:
 a month or so, a couple of weeks, half an hour, three times a year, 50 cents a litre, a huge number of, a bit

We use no article:

- with uncountable and plural nouns when we talk generally about people or things rather than about specific people or things:
 - I've always been fascinated by plants and animals. They haven't had rain for months.
- with some singular nouns referring to institutions (e.g. school, college, hospital, prison, university, work)
 when we talk about them generally. Compare: after you've left college and the course here at the college
- with most countries: Brazil, Switzerland, Norway but the Netherlands, the USA, the UK, the Philippines, the Gambia
- with the names of months and days of the week: in June, on Monday; special times of the year: during Ramadan, at Easter; (or the) with seasons: I like to go skiing in winter or ... in the winter. However, we generally use the to talk about a particular month, day, etc.: I'm going to Nepal in the summer (= next summer)
- with meals when we talk about the next one: What's for dinner?; a recent one: What did you have for breakfast?; or a meal in general: I usually have toast for breakfast. However, we generally use articles to talk about a particular meal or particular meals: We had an early dinner, The breakfast in the hotel is great.
- with by to talk about means of communication and transport: by post/email/phone; by car/taxi/bus/plane/air/sea

Grammar exercises

31 Choose the correct phrase.

- 1 I don't like tomatoes, so I left them at the side of the plate / the plate's side.
- 2 It was the decision of Adam / Adam's decision to take out the loan, so he has to take responsibility for repaying it.
- 3 I saw two great TV programmes last week. The first was an action film / a film about action, and the second a documentary about young entrepreneurs / a young entrepreneurs documentary.
- 4 John is someone I worked with in Malaysia's brother I the brother of someone I worked with in Malaysia.
- 5 He apologised without the hesitation of a moment / a moment's hesitation.
- 6 My house is by a children playground / a children's playground, so it can be quite noisy.
- 7 The construction of the new library / The new library's construction took so long that building costs were ten times higher than first expected.
- 8 When I got home I found that an envelope had been pushed through my letters box / letter box. In it was a congratulations card / a congratulation card from Aunt Alice.

3.2 Nazim has been accepted on the Environmental Science course (see 1.1). Read this email he sent to a friend during a field trip. Fill in the gaps with a present tense form of the verbs in brackets.

| Hi Cathy, Greetings from Nepal! I'm sending this from an internet café in a small town north of Kathmandu. The town itself isn't very interesting, but the surroundings (1) are (be) beautiful – I can see the Himalayas through the café window! |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The lectures here are brilliant. The Politics and Ecology courses are great, but Economics (2) |
| I was planning on coming home at the end of June, but the college (9) |

advertising / advertisements advice / tips

3.3 Choose one word or phrase from each of the pairs in the box to complete the sentences. In some cases, both words or phrases are correct.

explosives / ammunition

| | | | getables ty bottles | jobs / work salt / cups of coff | meetings / foreign travel fee | |
|----|------|-------------|----------------------------------|------------------------------------|--------------------------------------------------|----|
| 1 | He | r job invo | olves a good deal | of foreign travel | | |
| 2 | Ma | ke sure y | ou eat plenty of | | | |
| 3 | W | at I don' | t like about the i | magazine is the huge | number of in it. | |
| 4 | I th | ink you | ought to cut dov | vn on the amount of | you have. It's not good for you. | |
| 5 | The | e Studen | ts' Handbook in | cludes a great deal of | f on study skills. | |
| 6 | Th | e police f | ound a rifle and | a large quantity of _ | in his apartment. | |
| 7 | | | | to do | | |
| 8 | ۱w | as shock | ed by the amour | nt of | left behind after the party. | |
| Ac | ld a | /an if ne | cessary. | | Use the same word to complete the sentences in (| 28 |
| C | om | petition | conversation | importance iron | knowledge paper shampoo time | |
| 1 | a | He lists | his interests as re | eading, listening to m | nusic and good <u>conversation</u> . | |
| | b | It's diffic | cult to hold _a o | conversation with S | Sarah because she keeps interrupting. | |
| 2 | a | Custom | | ed from lower prices | resulting from between the | |
| | b | A: I see | you've bought a | a new bike. | | |
| | | B: Acti | ually, I won it in | | | |
| 3 | a | Our cou | uncil is encourag | ing everyone to recyc | cle | |
| | b | Professo | or Tench has rece | ently published | on her research. | |
| 4 | a | You can | only tell whether | er you like | by washing your hair with it a few times. | |
| | b | A: Do | we need anythin | g from the chemist's? | ? | |
| | | B: Just | | and a tube of too | thpaste. | |
| 5 | a | Don't le | ave the flower p | ot outside. It's made | of and it'll rust. | |
| | b | I burnt | a ho <mark>l</mark> e in my trou | users with | | |
| 6 | a | Has the | re ever been | when | n you've regretted moving to Australia? | |
| | b | Definiti | ons of poverty h | ave changed over | | |
| 7 | a | | parents take an a lucation. | ctive role in schools, | children see their parents placing | |
| | b | The ma | nuscript is of gre | eat historical | | |
| 8 | a | Human | s are driven by tl | he pursuit of | | |
| | ь | Living in | n Dublin gave me | e | of Irish history. | |

3.5 Add a, an or the to these texts where necessary.

1 a an the (x 3)

My brother wasn't very good at taking exams and he left school at 16. At first he went to the work in \langle construction industry. But he didn't enjoy it, so he took evening course in accounting. Eventually, he started company offering financial advice. He's now managing director, and it seems that company's doing really well.

2 a (x 3) an the (x 3)

- A: Do you remember summer we went to Sweden? 1995, I think it was.
- B: It was wonderful holiday, wasn't it? And so good to see Joakim again. I'll never forget picnic we had with him.

 There were huge number of mosquitoes.
- A: Yes, I remember. And when sun was going down there was amazing red sky.
- B: And then his car broke down on the way home, and we had to go back by bus.
- A: No, we got taxi, didn't we?
- B: Oh yes, that's right.

3 a (x 4) the (x 5)

Fatimah has busy life as lawyer, but in her free time she really enjoys hiking. Most weekends she drives out into countryside and walks for few hours. She says she likes to forget about work, and she doesn't even take mobile phone with her. In summer she's going hiking in Philippines. She's never been there before, but friend she's going with knows country well.

Exam practice

Reading and Use of English Part 2

For questions 1 – 8, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (0).

| | | The origins of chess | |
|--------------------|------------|----------------------------------------------------------|----------------------------|
| A great (0) | deal | has been written about the origins of modern ches | s, and there |
| (1) | still | considerable debate about the subject. (2) | theory most widely |
| accepted is that | its earlie | st ancestor was Shaturanga, a game played in India fro | om around AD 600. |
| (3) | with | modern chess, Shaturanga was played on a board wit | th 64 squares. Pieces such |
| as kings, queens | and knig | ghts were able to move in different ways with (4) | aim of capturing |
| other pieces and | , at the e | end of the game, the opponent's king. Unlike chess, it v | vas played by four people. |
| In the form in (5) | | it is played today, chess appeared in souther | n Europe around the end of |
| the fifteenth cent | ury. Toda | ay, chess has become one of the world's (6) | popular games. It is |
| played by million | s of peo | ple both informally and in tournaments, and (7) | number of people |
| playing online (8) | | increasing with access to the Internet. | |



Determiners and quantifiers

| Context listening |
|--------------------------|
| |

| p. | | 1 You are going to listen to three people talking about sible problems of taking up running as a hobby. | g-make notes on three schems and t |
|----|--------|---------------------------------------------------------------------------------------------------------|---------------------------------------------|
| | | 2 08 Listen to three people giving their views on r blems you have listed do the speakers mention? | unning. Which of the benefits and possible |
| - | 1.3 | 3 D Listen again and fill in the gaps. | |
| 1 | a | Until then I did a bit of sport at school, but I didn't do (Speaker 1) | much outside school at all. |
| | b | | |
| 2 | a | Now I run a few kilometres day. (Sp | eaker 2) |
| | b | You can be sure that one of us will h | ave a really good time. (Speaker 3) |
| | | Inevitably you get injuries too - eve | ryone gets aching muscles after a long run. |
| 3 | а | (Speaker 3) | |
| 3 | a b | (Speaker 3) | |
| 3 | | (Speaker 3) It's one of sports where no special e | quipment's needed. (Speaker 2) |

Grammar

2.1 No, none, not a, not any

START POINT

No two pairs of running shoes are the same. (= not any)

None of them like the thought of running long distances. (= not any of)

We use neither of instead of none of when we talk about two people or things: **Neither of** us did any exercise.

We don't usually use not a / not any at the beginning of a clause. Instead we use no and none of: **None of** the runners is under 60. (not Not any of the runners ...)

If it is clear from the context what is meant, we can use *none* without a following noun: I've had **none** so far. (= e.g. no injuries)

2.2 Much, many, a lot of, lots of

START POINT

Did you do much running last winter?

There could be many reasons for the current interest in running.

I get a lot of satisfaction out of it.

You get to meet lots of interesting people.

We use *much* (of) (+ uncountable noun) and *many* (of) (+ plural noun) particularly in negative sentences and in questions. In positive sentences we usually use a lot (of) or lots (of). However, in more formal contexts we usually prefer *much* (of) and *many* (of).

If the meaning is clear from the context, we can use much and many without a following noun:

I didn't do much outside school at all.

We can use much of and many of to mean 'a large part of' or 'a large number of':

I used to spend much of my free time sitting around.

I was in first place for much of the race.

We use many rather than a lot of or lots of with time expressions (e.g. days, minutes, months, weeks, years) and 'number' + of (e.g. thousands of dollars):

I spend many hours training.

Running clubs often have many hundreds of members.

2.3 All, both, whole

START POINT

All (of) my friends like watching sport on TV.

I suppose all exercise carries some risks.

By the time we got to the bus stop both of us were completely exhausted.

I thought the whole event was brilliant.

Sometimes I go whole weeks without running.

We usually put all after the verb be or after the first auxiliary verb:

Next spring we're all going to Madrid.

They could all have been Olympic athletes.

If there is no auxiliary, we usually put all before the verb:

We all went running together.

We sometimes use all after the noun it refers to:

My friends all think I'm crazy. or All my friends think I'm crazy.

To talk about two things or people we use both (of) in positive sentences or neither (of) in negative sentences:

We certainly both got a lot fitter. Both of us were completely exhausted.

Neither of us did any exercise. (not Both of us didn't do any exercise.)

Before singular countable nouns we usually use the whole rather than all (of) the:

I thought the whole event was brilliant.

Before day / week / night / month / summer, etc. we prefer all rather than the whole:

After I've been sitting at my computer all day I can't wait to go out for a run.

I might go all week without a run.

We can use all the or the whole before way and time:

I was really surprised when I managed to run all the way, or ... the whole way.

2.4 Every, each

START POINT

I go running on Wednesday and on Friday, and I try to run ten miles **each** day. **or** ... **every** day. **Every** one of us will have a really good time. **or Each** one of us ...

Before a singular countable noun, we use *each* (*of*) to talk about two or more things or people, and *every* to talk about three or more. Sometimes we can use either *every* or *each* with little difference in meaning.

We use every:

- with almost, nearly, practically, virtually to emphasise we are talking about a group as a whole: Now I run nearly every day.
- to talk about events at regular intervals: every other kilometre, every single day, every few weeks, every six months:

I go out running every couple of days.

We use each:

- when we talk about both people or things in a pair:
 I had to wear a bandage on each knee. or ... on both knees.
- as a pronoun:

We were each given a medal for completing the 5-kilometre fun run.

2.5 (A/the) few, little; less, fewer (than)

START POINT

A few of my friends are quite good at team sports.

I seem to have fewer injuries now than when I was younger.

There is little evidence that running causes major problems.

You should eat less protein as you prepare for a race.

There's not much you can do about it. (See 2.6 for more on much (and many))

Few (of) and little (of) are often rather formal. Less formally, we use phrases such as not many and not much.

We often use a few and a little to suggest that a small quantity or amount is enough, or more than we would expect: He's won a few medals. I've been starting to get a little pain in my knees.

In formal contexts, we often use few and little to suggest that a quantity or amount is not enough, or is surprisingly low:

Before I joined the club I had very few friends who lived nearby.

In comparisons, we use less with an uncountable noun, and fewer with a plural noun:

I should eat less chocolate. You should eat fewer biscuits.

The opposite of both less and fewer is more:

I should eat more chocolate. You should eat more biscuits.

In conversation, some people also use less (than) before a plural noun referring to a group of things or people: There were less than 20 competitors.

This is grammatically incorrect and would be marked wrong in a formal written exam. Fewer (than) should be used instead:

There were fewer than 20 competitors.

When we talk about a period of time, a distance or a sum of money, we use less than:

My aim is to complete the course and do it in less than six hours. (not ... fewer than six hours.)

2.6 Much, many, both, all, each, none, few, little + (of)

We usually need to put of after these words when they are followed by:

- a pronoun: We know that not all of us will finish the course.
- a determiner: Few of the runners were under 65.
- a possessive form: Many of Alice's friends are runners.

Informally after both and all we can leave out of before the, these, those; this, that (with all); possessive pronouns (e.g. my, mine) but not before them, you, us; it (with all):

I've been running regularly all of my life. or ... all my life.

Both of us decided to do more exercise. (not Both us decided ...)

Grammar exercises

| | 3.1 | Fill in the gaps using the correct form of the verb in brackets. Sometimes both are possible. |
|----|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | w be | ext week, my work colleagues are doing a bike ride across France for charity. They won't cycle the whole ay – they each <u>do</u> (do) 30 kilometres a day and follow by car the rest of the time. That's just as well ecause none of them <u>(be)</u> terribly fit. A number of people <u>(have)</u> already agreed to consor them, and they hope to raise a lot of money. |
| 2 | | think that everything (be) now ready for the party. One of my sisters (have) reganised the drinks, and each of the people coming (have) agreed to bring some food. |
| 3 | lo | n having trouble selling my house. Although a lot of interest (have) been shown in it – I've had ts of phone calls and visitors – the majority of potential buyers (seem) surprised at how small i And not everybody (like) the fact that there's no garden. |
| 2 | 3.2 | Choose the correct option. |
| 1 | | ne nuclear power station is in an earthquake zone, and it's worrying that there have been <u>a few</u> / few minor emors here in the last couple of months. |
| 2 | Th | nere were four candidates in the election and every / each got about 5,000 votes. |
| 3 | Th | ne hurricane will go north of the city, so little / a little major damage is expected. |
| 4 | W | e were all / We all were astonished by her exam results. |
| 5 | Is | there less / fewer caffeine in green tea than in coffee? |
| 6 | TH | nese old bookshelves will all be / all will be replaced by cupboards. |
| 7 | lt | takes me fewer / less than 30 minutes to walk to work. |
| 8 | W | hen I was in hospital, Martha visited me each / every single day. |
| 9 | | though the management said they were going to restructure the company, in fact they made a few $/$ w changes. |
| 10 | No | owadays, nearly every / nearly each new car is fitted with airbags. |
| 11 | W | hen I got on, all of the / the whole bus seemed to be full of screaming schoolchildren. |
| 12 | Th | ne company has fewer/ less than 20 employees. |
| | | Complete the sentences using the pairs of words or phrases in the box. Use each word or phrase once n each pair. |
| n | nan | y / a lot of no / not any neither of / none of much / a lot of not any of / none of |
| 1 | a | A flight from Amsterdam overshot the runway at Heathrow Airport yesterday, but of the crew or passengers was hurt. |
| | b | My parents came all the way to Sydney to see me, even though <u>neither of</u> them likes flying very much. |
| 2 | a | I hope you like the present. I put effort into finding it. |
| | b | Among linguists, there is debate about the origin of the word 'quiz'. |

6 Determiners and quantifiers

| 3 | a | The new anti-malaria drug took | |
|-----------------------------------------|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------|
| | b | I've got friends who live in Hong Kong. | |
| 4 | a | The government has allocated two million euros to the project, but the been spent yet. | money has |
| | b | A: Have you been able to fix your car? | |
| | | B: No. It's the usual problems, so I'll have to take it to the garage. | |
| 5 | a | | |
| | b | I tried to organise a tennis competition at my college, but there was inte up the idea. | rest, so I gave |
| 3 | 3.4 | Complete the newspaper article with one of these words or phrases. Use each word and | phrase once. |
| i | ıll | all of all (of) both both of each of every few few of | |
| | ittle | | |
| 100000000000000000000000000000000000000 | nas i ques (3) ques of fru 6am (6) | spite the government's '5 portions a day' recommendation to eat more fruit and vegetables, a found that (1) | ople iny pieces ey. s. Sam |
| | | tly to blame: I'm not into vegetables, and (9) the time I'm too busy to eat | |
| | | ner. I've got homework to do or friends to see.' (10) agreed that the govern | |
| | | mpaign wouldn't affect what they ate. Sam said: '(11) the posters and adve | |
| | | rd-hitting enough. Their message is just 'Eat fruit or veg with (12) meal.' If the | |
| | | nagers to eat more fruit and vegetables, they've got to convince us that it's really important.' | |
| | | scientists have warned that failure to eat fruit and vegetables, particular | lv bv |
| | 7 | ung people, can lead to obesity, cancer and a host of other diseases. Professor Jess Adams fro | |
| | | spital said: `(14) the research points to a close relationship between levels | |
| | | getable consumption and health, but surprisingly (15) this research is repo | |
| | 1 | ess or on television. This means that the message is not getting across. The government tries to | |
| 1116 | | problem with its campaigns, but unfortunately there is (16) sign that they | |
| | CONT. | ig-term impact. Ultimately, however, it's up to (17) us to think about what w | |
| | 100 | ske healthy choices. | |

Exam practice

Listening Part 2

| For questions 1 – 8, complete the sentences with a wor | rd or short phrase. |
|--------------------------------------------------------|-------------------------------------------------|
| Janet can now do voluntary work because she is free o | f (1) |
| Most of Janet's friends were (2) by he | er decision to volunteer. |
| Janet disagrees with people who say that she is (3) | the people she is trying to help. |
| Janet advised on a project to improve (4) | in a farming community. |
| The scheme aimed to make the villagers less (5) | on outside assistance. |
| The villagers had relied on (6) from ch | narities to survive. |
| Janet's job was to help the villagers sell any (7) | crops. |
| land haliava that the (9) | as have been changed dramatically by the scheme |

You will hear a woman called Janet Naylor talking about her experience as a volunteer in Tanzania.

Adverbs and adjectives

Position of adverbs; quite, rather, already, yet, still, even, only, really; position of adjectives; gradable adjectives; patterns after adjectives

Context listening

1.1 You are going to hear an interview with an author. In the interview he mentions three countries. Look at these photos (a-c). Which countries do you think they show?

1.2 Listen and check whether you were right. Why is each of these countries important to the author?

1.3 Read these eight extracts from the interview.

Where did the words in brackets appear? Choose position a, b or c.

- 1 I suppose (a) I'd (b) been (c) a writer. (always)
- 2 I left teaching and (a) I started (b) writing (c). (professionally)
- 3 I go back (a) on (b) every (c) occasion. (possible)
- 4 (a) I (b) know (c) how a book is going to end. (always)
- 5 I'm (a) up at about (b) 7.00 in (c) the morning. (generally)
- 6 (a) I (b) prefer finding (c) information from books. (as a rule)
- 7 I (a) still speak (b) Swedish (c). (quite well)
- 8 My mother was a (a) gentle (b) woman (c). (rather)
- 9 I'm (a) sketching (b) out (c) the plot. (still)
- Listen again and check your answers.







- 1.4 Read these further extracts from the interview. Tick (\checkmark) those where you can add *very* before the underlined adjective and put a cross (X) where this is not possible.
- 1 Some of my close friends thought I was mad to give up my job.
- 2 I rarely have a <u>clear</u> idea at the beginning of how the characters will develop.
- 3 I was happy to teach during the day.
- 4 It felt fantastic having my first book published.
- 5 I've just finished his excellent novel Restless.
- 6 I felt <u>bad</u> leaving the children.
- 7 There are a lot of historical links between Norway and the north of Scotland.
- 8 My mother was a rather gentle woman and always calm.



2.1 Position of adverbs

START POINT

There are three main positions in a clause for adverbs:

- front position (before the subject):
 Normally, I write for about six hours a day.
- mid position (between the subject and verb, immediately after be as a main verb, or after the first or second auxiliary verb):
 - I usually start work by about 8.00. I'm generally up at about 7.00. I had never been to Norway before. If my books hadn't been successful, I would happily have stayed in teaching. or I would have happily stayed ...
- end position (after the verb; either immediately after it or later in the clause):
 He writes simply.

Many adverbs can go in any of these positions, depending on the context or style of writing: Gradually, they grow into real people. or They gradually grow or They grow gradually

Some adverbs tend to appear in particular positions:

- Always, never; adverbs of indefinite frequency (hardly ever, often, rarely, regularly, seldom); and degree adverbs (almost, hardly, nearly, quite, rather, scarcely) are usually put in mid position:
 I rarely have a clear idea. I always know how a book is going to end.
- Constantly, continually, regularly; absolutely, completely, entirely, greatly, perfectly are usually put either in mid or end position, but not in front position:
 | greatly admire William Boyd. or | admire William Boyd greatly. (not Greatly | admire ...)
- Adverbs of place are usually put in end position:
 | work upstairs (not Upstairs | work | | upstairs work |)
- Adverbs of definite time and frequency are usually put in end position:
 I finished my previous book last January. (not Hast January finished ...)
- Adverbs of time or frequency consisting of more than one word (e.g. as a rule, from time to time, every so often) are usually put either in front or end position, but not mid position:
 As a rule, I prefer finding information from books. (not las a rule prefer ...)

We avoid putting an adverb between a main verb and a direct object, or following an -ing form or to-infinitive: I still speak Swedish quite well. (not I-still speak quite well-Swedish.)

I started writing professionally. (not I-started professionally writing.)

I'd like to go back again. (not I'd like to go again back.)

In end position we usually put adverbs of place before adverbs of time:

I hadn't been to Norway **before**. (**not** I hadn't been **before** to Norway.)

Quite, rather; already, yet, still; even, only; really

Quite, rather

The usual position for quite is before a/an and an adjective, where it means 'moderately': Elsa is quite a dominant figure.

Less often, quite is used between a/an and an adjective, where it means 'completely':

It's a quite remarkable story.

7

Adverbs and adjectives

The usual position for rather is between a/an and an adjective. Less often, but with a similar meaning, rather is used before a/an and an adjective:

My mother was a rather gentle woman. or My mother was rather a gentle woman.

Already, yet, still

Already can go in either mid or end position:

I'd already decided that I wanted to write ... or I'd decided already ...

Yet is usually put in end position in negatives, questions and expressions of uncertainty:

I don't know if I can tell you yet.

Still usually goes in mid position:

I'm still sketching out the plot.

Even, only

Even and only usually go in mid position:

He can even speak Swedish.

but if they refer to the subject they usually come before it:

Sometimes even I'm surprised. Only my close family had read anything I'd written.

Really

The meaning of really can change according to its position in a sentence. Immediately before an adjective it means 'very'. In other positions it can mean 'actually' or 'in fact':

I'd been feeling really tired.

My friends thought I was joking, but I really had decided to leave teaching.

2.3 Position of adjectives

START POINT

His excellent novel. His novel is excellent.

Many adjectives can be used either before the noun they describe, or following the noun and a linking verb such as be, become, feel and seem that connects a subject with a word or phrase that describes the subject.

The following adjectives can be used immediately after a noun:

 many participle adjectives (i.e. adjectives that end with -ing or -ed. See Unit 12, 2.1 for more on participle clauses):

There'll be a lot of **people waiting** eagerly to get hold of it. (= a lot of people who will be waiting)

Some of the geographical settings used in A Woman Alone are based on places I visited. (= settings which are used in A Woman Alone)

adjectives used after indefinite pronouns (e.g. something, nothing):

I really don't think it was anything special.

There was nothing extraordinary about my first novel.

2.4 Gradable adjectives

If an adjective is gradable, we can say that a person or thing can have more or less of the quality referred to (e.g. ambitious, busy). Gradable adjectives can be used with adverbs such as extremely, slightly or very: somewhat ambitious, extremely busy, slightly different, very rich, pretty strong

If an adjective is non-gradable, we don't usually imagine degrees of the quality referred to (e.g. huge, impossible). To emphasise the extreme or absolute nature of non-gradable adjectives we can use adverbs such as absolutely, completely or totally:

absolutely huge, completely impossible, practically unknown, almost unique, totally useless

Some adjectives have both gradable and non-gradable uses:

- some (e.g. common) have gradable and non-gradable uses with different meanings:
 Bardreth isn't a very common surname. (gradable: common = frequent)

 Elsa and my mother have certain common characteristics. (non-gradable: common = similar)
- some (e.g. diplomatic) have gradable and non-gradable uses with related meanings:
 You're being very diplomatic. (gradable because it refers to the quality the person has)
 He worked as the diplomatic correspondent of a national newspaper. (non-gradable because it refers to the type of correspondent he is)

2.5 Patterns after adjectives

When an adjective comes after a linking verb, we can use a number of patterns after the adjective, including a to-infinitive or an -ing form:

I was unwilling to leave teaching.

It felt fantastic having my first book published.

Some of my close friends thought I was mad to give up my job. or ... was mad giving up my job.

Many adjectives can be followed by a that-clause, including some that can also be followed by a to-infinitive or an -ing form:

I was aware that I needed rest.

I was greatly relieved that my subsequent books sold quite well. or ... was greatly relieved to find ...

I felt bad that I was leaving the children or I felt bad leaving ...

Grammar exercises

| 3.1 Cor | implete the sentences by writing the words in brackets in the correct order. Gi | ive alternatives |
|-----------|---------------------------------------------------------------------------------|------------------|
| where pos | ssible. | |

| 1 | Not wanting to wake the children, I climbed | the stairs quietly . (quietly – stairs – the) |
|---|---------------------------------------------------------------------------------------------|-------------------------------------------------|
| 2 | She her parents. (eve | er – hardly – visits) |
| 3 | When I bumped into his car, he began | at me. (angrily – shout – to) |
| 4 | Juan thinks we should sell our car and buy bikes in (absolutely – agree – I) | stead, and with him. |
| 5 | Natalie is on a working holiday in New Zealand. Sh the end of June. (last – left – week) | e and should be home at |
| 6 | for a meal after worl | k to catch up on news. (go – occasionally – we) |
| 7 | Weto see a film. (go | - out - seldom) |
| 8 | As I walked out of the room, she | . (loudly – singing – started) |

(very) genuine

3.2 Complete the sentences using the adjectives in the box. Use the same adjective in each pair of sentences. If possible, include the adverb given in brackets.

| | | hly) original newhat) technical | | (thoroughly) professional | |
|---|-----|-------------------------------------------|--------------------------------------|-------------------------------------------|-------------------|
| 1 | a | She's <u>extremel</u> | y particular about wh | at she eats, and never touches processed | food at all. |
| | b | | hotels in the city to choose ur one? | e from. Why did you go for that | |
| 2 | a | The launch of the | space shuttle has been dela | yed due to a | fault. |
| | b | The operating inst | ructions were | and difficult to underst | and. |
| 3 | a | The vase is a | an | ntique, not a recent copy. | |
| | b | I'm sure Anya wou | ldn't lie to you – she's a | person. | |
| 4 | a | After protests on t decision to double | | had to reconsider its | |
| | b | He's admired arou | nd the world for his | style of guitar pla | ying. |
| 5 | a | She is a dedicated | teacher, | and hard-working. | |
| | b | I couldn't fix my co | omputer myself, so I had to | get some | help. |
| 6 | a | As soon as I'd eate | n the oysters, I had a | feeling in my sto | mach. |
| | b | All the houses on t | this side of the street have | numbers. | |
| 7 | a | The strike comes a major new factory | | time for the company, which has j | ust invested in a |
| | b | The report was forced to resign. | | of the Principal's management of the co | llege, and she wa |
| 8 | a | The disease was pa | assed on to chickens by | birds. | |
| | b | lt's a | area of mo | oorland, a long way from roads and settle | ments. |
| | 3.3 | Complete the sen | tences with a to-infinitive | or -ing form of the verb in brackets. | |
| 1 | W | hen the phone rang | she was busy <u>doing</u> | her homework. (do) | |
| 2 | W | /hen I see pictures or | n TV of the flooding near th | he coast, I'm thankful inla | nd. (live) |
| 3 | M | ly teacher's rather ol | d and he's inclined | asleep during lessons. (fall) | |
| 4 | l r | never felt comfortab | le in the san | ne office as Theresa. (work) | |
| 5 | A | s soon as you're read | ly, I'll call fo | or a taxi. (leave) | |
| 6 | M | aria's already lent m | e a lot of money and I feel a | awkward her for more. (as | sk) |
| 7 | C | | | the government if anything goes wro | |
| 8 | ۱f | elt bad | her to do all the clearing | g up after the party. (leave) | |

Exam practice

Reading and Use of English Part 3

For questions 1 – 8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

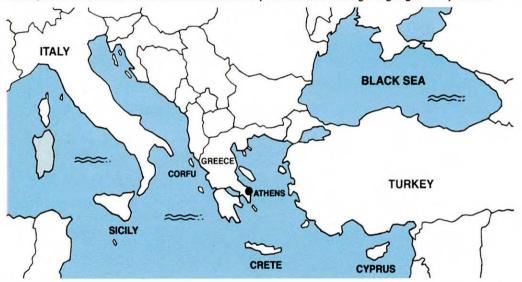
| Sleep patterns | |
|-------------------------------------------------------------------------------|---------|
| It is estimated that around one in five people have a sleep | |
| (0) <u>disorder</u> of some kind, affecting their ability to get | ORDER |
| enough sleep. In particular, people who are (1) | WEIGH |
| - an increasing problem around the world - often suffer from sleeping | |
| difficulties. Most of the results of this lack of sleep are relatively minor, | |
| such as tiredness, irritability and (2), and the | FORGET |
| effects are not long-lasting. However, longer-term sleep deprivation can | |
| have more serious consequences and can be (3) | HARM |
| to physical and mental health. For example, it can result in high blood | |
| pressure and can affect a person's (4), reducing | ALERT |
| their ability to think and respond quickly. | |
| Recent (5) research has shown that people | SCIENCE |
| need seven to eight hours of sleep on average, although this figure is | |
| (6) on such factors as age and health. For | DEPEND |
| example, for infants the (7) is much higher, about | REQUIRE |
| 16 hours a day, while older people tend to sleep less deeply and for a | |
| shorter time, often needing about the same amount of sleep as they do | |
| in late (8) | CHILD |

Comparison

Comparative and superlative forms of adjectives and adverbs; comparisons with as ...; comparisons with so ..., too ..., enough

Context listening

1.1 You are going to hear four friends discussing where to go on holiday. They have already decided to go to Greece, either to Athens or the island of Corfu. What do you think the advantages of going to each place are?



1.2 11 Listen to the discussion. How many of the advantages you identified do they mention?

| 1.3 | 11 | Listen again and complete these extracts by writing three words in each sentence |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------|
| No. of Concession, Name of Street, or other Designation, Name of Street, or other Designation, Name of Street, | | zisten again and complete most extracted by mitting and the resident metallicity |

- 1 If we don't decide soon, it'll be too late to get anywhere to stay.
- 2 They all look pretty good, and they're right next to ______ beach _____ the island.
- 3 It says in my guidebook that there are reasonable hotel rooms for ______ 40 euros a night.
- 4 It was _____ holiday I've ever had.
- 5 And it would be _____ being in a city.
- 6 It's still supposed to be a really beautiful place, so we'll want to see _____ we can.

1.4 How are the comparative and superlative statements formed? For example:

- 1 _ too + adjective + to-infinitive
- 4
- 1 _______ too 1 unjective 1 to injuitave
- -
- 3
- 6

Grammar

2.1 Adjectives and adverbs: comparative and superlative forms

START POINT

Accommodation would be cheaper in Athens.

It's probably the cheapest hotel in Athens.

I want to come home more relaxed and healthier / more healthy.

The walking tour in France was the healthiest / most healthy holiday I've had.

It will be more expensive to get to Corfu than Athens.

It's the most expensive flight that day.

There are exceptions to the comparative and superlative forms above.

| We usually add <i>-er/-est</i> to one-syllable adjectives. | However, we use more/most: before past participle adjectives (-ed or -ing adjectives): I want to come home more relaxed. before fun, real, right, wrong: It'd be more fun to go to Corfu. |
|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| We can usually add <i>-er/-est</i> or put <i>more/most</i> before two-syllable adjectives. | However, we always use more/most with: participle adjectives: It was the most boring holiday I've ever had. adjectives ending -ful or -less: It would be more peaceful than being in a city. afraid, alert, alike, alone, ashamed, cautious, complex, direct, exact, famous, frequent, modern, special, recent: I'm more afraid of flying than travelling by boat. The Parthenon is one of the most famous buildings in the world. |
| We usually put <i>more/most</i> before three- or more syllable adjectives. | However, we can add -er/-est to unhappy, unhealthy, unlikely, unlucky, unsteady, untidy: I came back feeling unhealthier than when I went away. or I came back feeling more unhealthy |

We can use a sentence with two comparatives to say that as one thing changes, another thing also changes: The **longer** we leave it, the **more expensive** it's going to be.

We can use less/least as the opposite of more/most with all adjectives:

Hotels in Corfu are quite cheap – although **less cheap** than they used to be. It was the **least expensive** flight I could find.

In informal contexts we usually prefer not as ... as rather than less than:

It's probably not as unspoilt as some of the other Greek islands.

The forms of comparative and superlative adverbs are similar to those of adjectives, although most adverb comparatives and superlatives take *more* and *most* rather than *-er/-est*:

We could live more cheaply in Athens. Most importantly, we need to book our flights soon.

Common adverbs which take -er/-est include hard and fast.

2.2 Superlatives: special cases

START POINT

That's the most convenient of the flights from London ...

It's one of the most famous buildings in the world.

They're right next to the best beach on the island.

After a superlative we usually use of before plural words and in or on before singular words for places or groups.

For emphasis we can put an of-phrase at the beginning of the sentence:

Of the flights from London, that's the most convenient ...

In informal contexts we sometimes leave out the after a linking verb (e.g. be, become, feel), particularly when the superlative is at the end: Which one's cheapest?

2.3 Comparisons with as ...

START POINT

Isn't Corfu likely to be **as hot as** Athens at that time of the year? (= equally hot)
Getting to Corfu is just **as easy as** getting to Athens. (= equally easy to get to)

Before the first as we use words and phrases such as about, almost, just, just about, nearly, and informally not anything like, nothing like, nowhere near, not nearly to indicate degree of similarity:

The heat is nowhere near as bad as people say. (=informal)

In negative forms we can use not as in informal contexts, or less commonly not so:

Corfu is certainly not as quiet as it used to be. or ... not so quiet as it used to be.

We use as much/many as or as little/few as to say that a quantity or amount is larger or smaller than expected:

There are reasonable hotel rooms for as little as 40 euros a night.

There are as many as 12 flights a day to Athens from London.

We also use as much/many as with a noun phrase, a clause or the words ever, possible and usual:

We want to see as much as possible.

We can put a singular noun between an adjective and the second as:

We want as cheap a flight as possible.

Notice that we use a/an in front of the noun.

The negative form of sentences like this can use either not as or not such:

Getting there is not as big a problem as you might think.

That's not such a bad idea.

Notice that we use not as + adjective + a/an + noun but not such a/an + adjective + noun.

As + clause

We can use a clause after as to compare two situations:

Maybe we could hire a car, as we did last year.

As or like

When followed by a noun, as is used to describe the job or role of someone, or the function of something: My friend Mark used to work there as an English teacher.

Like is used to say that one person or thing is similar to another:

I stayed in a hotel like that one last year.

2.4 Comparisons with so ..., too ..., enough

Comparative clauses with so, too and enough are followed by clauses beginning that or to-infinitive.

so + adjective + that-clause

It gets so hot (comparative clause with so) that a lot of people leave the city. (that-clause)

More formally we can use so + adjective + as + to-infinitive with a similar meaning. Compare:

The difference in price is so small as to not be worth bothering about. (formal)
The difference in price is so small that it's not worth bothering about. (informal)

too + adjective + to-infinitive

If we don't decide soon, it'll be too late (for us) to get anywhere to stay.

adjective + enough + to-infinitive

It's easy enough to get into the centre from there.

Grammar exercises

3.1 Complete the sentences with an appropriate comparative or superlative form of the adjective in brackets. Give alternative forms where possible.

| 1 | they're also the | . (common, venomous) | the country. Unfortunately, |
|---|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 | The road seemed to be getting the forest. (narrow, deep) | as we drove | into |
| 3 | I know coffee isn't good for me, and cert early in th difficult to give it up. (harmful, alert) | tainly to emorning after a couple of cups of c | han tea, but I'm at my coffee, and I would find it |
| 4 | It was theeven then I realised that I was in the pres (close, magnificent) | I had ever come to a fully grown elepsence of one of the | |
| 5 | The head of Presto Stores argued that we be and | ithout supermarkets to provide chea (poor, u | · Carrier Selection of the selection of |
| 6 | When Emily saw Liam at the party, she to seen and went over to speak to him. But looking good than talking to her. (hands | she soon realised that he was | man she had ever with |
| 7 | discuss my research. He's one of the | when Professor Park agree scientists i y when he phoned to say that he cou | n his field. But I was |
| | that he's a very busy man. (thrilled, respe- | | |

8 Comparison

3.2 Complete the sentences in this radio news report. Choose the correct or more likely option in each pair. Sometimes both are possible.

With just a few days before the general election, as (1) <u>many</u> / <u>much</u> as 100,000 people have demonstrated in the capital of Manistan as attacks on opposition candidates have continued. When voters were asked about their intentions in a recent opinion poll, as (2) <u>little</u> / <u>few</u> as 10% said they would be voting.

President Clarke has claimed that thanks to recent medical advances, malaria could be eradicated worldwide within as (3) little / few as ten years. In a speech to the World Health Organisation, she said that a cheap vaccine against malaria is just around the corner, (4) as it is / as is a cure for hepatitis B. She called on developed countries to invest (5) as much / so much as possible so that they can have the maximum impact on those most affected in poorer countries.

The former Formula One world champion Carl Nielsen left hospital today just six weeks after his horrific crash. Speaking to reporters outside his home, he said that damage to his back was not as (6) serious a problem | a serious problem as first thought, and he hoped to return to as (7) normal life | normal a life as possible. But there is (8) not such a | not a such positive outcome for the spectator who was hit by debris from Nielsen's car. He is said to be still in a critical condition.

A 64-year-old man who works (9) like / as a school crossing warden has become the country's biggest ever lottery winner. Mark Johns from London said that the win had come at the perfect time for him. He said: 'I'm not (10) so / as young as I was, and I can now look forward to a comfortable retirement.'

3.3 Ignoring the highlighted parts for now, complete the sentences with an adjective from the box. Use each adjective only once.

| awful | bright | exhausted | good | loud | small | strong | tall |
|-------|-----------|--------------|----------|---------|-----------|-------------|----------|
| The j | ob offer | was so | good | t | hat I co | uldn't tur | n it do |
| Adar | n is so | | tha | t he ha | s to ber | nd down | to get 1 |
| l was | so | | _ that I | ouldn | 't go any | further. | |
| The | comet is | so | | that i | it can be | seen wit | h the r |
| The t | raffic ou | tside the th | eatre wa | so | | | hat th |
| The | amera is | so | | _ that | it can fi | t easily ir | to you |
| The r | esults we | ere so | | th | nat our t | eacher m | ade us |
| The e | earthqua | ke was so_ | | | _ that it | shook b | uilding |

3.4 The shaded parts of two of the sentences in 3.3 can be rewritten using too + adjective + to-infinitive and two others can be rewritten using adjective + enough + to-infinitive. Find these sentences and rewrite the highlighted part. One is done for you.

1 The job offer was too good to turn down.

Exam practice

Reading and Use of English Part 3

For questions 1 – 8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

| Cycling is good news - so what's stopping us? | |
|-----------------------------------------------------------------------|------------------|
| The government's recent campaign, providing (0)encouragement_ | ENCOURAGE |
| to leave our cars at home and get on our bikes, has been | |
| (1) to some extent, with a slight increase in | SUCCESS |
| the numbers cycling to work. We all now know that cycling is | |
| (2) ; cyclists have fewer health problems than | BENEFIT |
| non-cyclists, they have higher levels of (3), and | FIT |
| they don't damage the environment. | |
| But we won't become a nation of cyclists until we (4) | COME |
| two major barriers. First, exhaust fumes in (5) | HEAVY |
| congested streets can be as (6) to the lungs as | HARM |
| cigarette smoke. So there must be a greater (7) of | SEPARATE |
| cars and bikes in towns. Perhaps more importantly, town planners must | |
| (8) that destinations for daily needs, such as schools, | SURE |
| work and shopping, are within convenient cycling distance from home. | |

Verb patterns (1)

Verbs with two objects; verb + object + adjective; verb + reflexive pronoun; verb + each other / one another

Context listening

1.1 You are going to listen to part of an introductory lecture in a course on first language learning. Do you know what your first words were? Or the first words of a child you know?

1.2 D12 The lecturer tells the students about the first five lectures in the course. Here are the titles of these lectures. Listen and number them in the order they will take place.

Language learning problems: what and why?
Listening and learning: the interrelationships
Early communication: parents and play
Patterns of communication: learned behaviour?
Private conversations: talking to toys



1.3 12 Listen again and fill in the gaps.

- I recently (1) bought my two-year-old daughter a cuddly elephant , and it has become the 'person' she talks to each morning lying in bed.
- A broken toy handed to a parent with an 'Aaa' might mean
 (4) '
- (5) ______ is a similarly important part of this process of listening and understanding.
- Dr Jackman will be (6) ______ in detail in later talks.

1.4 Which of the following patterns do the phrases you have written have?

- a verb + person/people + thing(s)
- ___1__ and _____
- b verb + thing(s) + for + person/people
- _____ and ____
- c verb + thing(s) + to + person/people
- and

1.5 Decide whether the phrases in 1.3 could be rewritten using the other patterns.

- 1 a ✓=bought my two-year-old daughter a cuddly elephant
 - b /=bought a cuddly elephant for my two-year-old daughter
 - c X = bought a cuddly elephant to my two year-old daughter

Grammar

START POINT

Interactions between infants will often copy parental speech. (transitive)

Fetch me your hat. (transitive)

Infants are keen to interact with others. (intransitive)

A verb is transitive if it can be followed by one object (e.g. copy parental speech) or two objects (e.g. Fetch me your hat). If a verb has two objects, the first (the indirect object) is usually a person or group of people and the second (the direct object) is a thing. If a verb can't be followed by an object it is intransitive (e.g. interact) and it can't have a passive form.

2.1 Verbs with two objects

After many verbs with two objects, we can reverse the order of the objects if we put *for* or *to* before the indirect object:

I recently bought my two-year-old daughter a cuddly elephant. or I recently bought a cuddly elephant for my two-year-old daughter.

A child might offer their mother some food. or A child might offer some food to their mother.

We often use this pattern (with *for* or *to*) to focus particular attention on the indirect object or when the indirect object is much longer than the direct object:

She lent the book to one of the students who asked for some additional reading. (not She lent one of the students who asked for some additional reading the book.)

We use for + indirect object with verbs such as build, find and get:

Go to the toy box and find the car for me. or Go to the toy box and find me the car.

We use to + indirect object with verbs such as give, offer and show:

She gave a toy to me. or She gave me a toy.

We can use either for or to + indirect object with verbs such as play, read and write. Often there is a difference in meaning:

I couldn't find her email address, so I had to write a letter to her.

She was too young to write herself, so I wrote the letter for her. (= instead of her)

Sometimes the meaning is very similar:

Reading stories for/to young children is an important part of this process.

Some verbs with two objects cannot have their objects reversed with for/to, including ask, guarantee and refuse: Most parents ask themselves the question: 'Did they copy that from us?' (not ... ask the question for/to-themselves ...)

If the direct object is a pronoun, we usually use direct object + for/to + indirect object:

I bought it for my daughter. Give it to me.

While I bought my daughter it and Give me it might be heard in informal speech, this pattern is usually considered to be bad style and should be avoided in writing and in Cambridge English: Advanced.

Some verbs can only have two objects in the pattern direct object + for/to + indirect object:

- for (These verbs include collect, fix and mend.)
 Mend this for me. (not Mend me this.)
- to (These verbs include describe, explain and mention.)
 Dr Jackman will be describing this process to you in detail. (not Dr Jackman will be describing you this process in detail.)

9 Verb patterns (1)

2.2 Verb + object + adjective

Some verbs (e.g. believe, consider, prove) can be followed by an object + adjective:

We might consider first language learning natural ... (object = first language learning adjective = natural)

2.3 Verb + reflexive pronoun

START POINT

Let me introduce myself. I'd like to talk about what I call 'private' conversations – children talking to themselves. When the subject and the object of a sentence refer to the same person or thing, we use a reflexive pronoun as the object rather than a personal pronoun. The reflexive pronouns are: myself, yourself, herself, himself, itself, ourselves, yourselves, themselves.

After some verbs we can use a reflexive pronoun or leave it out with little difference in meaning. These include acclimatise to, adapt to, (un)dress, hide, move, prepare for, shave and wash:

As my three year-old daughter dresses (herself), she likes to talk.

We include the reflexive pronoun for emphasis. In this example, we might include herself to emphasise that she dresses without help.

A few verbs are very often used with a reflexive pronoun followed by a particular preposition: busy ... with, distance ... from, pride ... on:

When children appear to be busying themselves with their toys ...

Some verbs are rarely or never used with a reflexive pronoun in English, but often are in other languages. These include: complain, concentrate, get up, get hot, get tired, lie down, meet, relax, remember, sit down and wake up:

From the moment they wake up ... (not From the moment they wake themselves up ...)

With verbs followed by direct object + preposition + indirect object we usually use a personal pronoun, not a reflexive pronoun, as indirect object:

Parents sometimes hide an object behind them. (not Parents sometimes hide an object behind themselves:)

If we need to make it clear that the subject and indirect object refer to the same person, we use a reflexive pronoun. Compare:

Maria didn't buy the teddy bear for her. (her = could mean either Maria or someone else)
Maria didn't buy the teddy bear for herself. (herself = Maria)

2.4 Verb + each other / one another

Compare the use of verbs with reflexive pronouns and each other / one another:

Sara and Noel blamed themselves when their daughter broke her arm. (= they said it was the fault of both of them)

Sara and Noel blamed each other / one another when their daughter broke her arm. (= Sara said it was Noel's fault and Noel said it was Sara's fault)

With some verbs (e.g. agree, coincide, play) we have to use the preposition with before each other / one another: It is wonderful to see two small children playing with each other peacefully.

After the verbs embrace, fight, hug, kiss, marry and meet we can use each other or (with) one another, but this can be omitted:

Two small children at a nursery school might hug (each other / one another) when they meet.

Grammar exercises

| 0 4 | | |
|------|-----------------------------------------------------------------------------------------|-------------------------|
| | Describe each cituation using They \pm york \pm (with) \pm each other Choose from | the verbs in the hav |
| J. L | Describe each situation using They + verb + (with) + each other. Choose from the | LITE VELDS III LITE DON |

| a | gree blame compete disagree miss resemble respect trust |
|---|--------------------------------------------------------------------|
| 1 | 'We look alike.' They resemble each other |
| 2 | 'You were right!' |
| 3 | 'I always like to be better than you!' |
| 4 | 'I admire your character.' |
| 5 | 'I believe that you're honest.' |
| 6 | 'I'm sorry you're not here.' |
| 7 | 'It was your fault.' |
| 8 | 'You were wrong!' |

3.2 Complete the sentences using the pairs of objects in the box. Give all possible word orders, adding prepositions where necessary.

| some apples / me a £10 gift voucher / me how to print out a document / me the mistake / the manager some water / you | your car / you a favour / you those letters / you a seat / me | some chocolate / myself your glass / me a lot / you them / you |
|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------------|
|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------------|

1 I'll be a bit late getting to the concert tonight. Can you save a seat for me / me a seat? 2 I'm on a diet, so I'm trying to cut down on sweets, although I do allow ____ after dinner. 3 I have to go past the postbox on my way home. I'll post_______, if you like. when you're at the 4 I haven't eaten any fruit all week. Can you buy ____ supermarket? I'll pay_____ when you get back. 5 A: Canlask B: Of course. A: Can you show _____? 6 I'm sure they could repair _____ at Smallwood's garage. They're very good there, but it would probably cost 7 In my local supermarket I noticed a sign saying 'Two for the price of won!' I pointed out and a week later she sent _______ to say 'thank you'. 8 A: I'm so thirsty. B: Give _____ and I'll pour ___

9 Verb patterns (1)

3.3 Complete the sentences by adding an appropriate personal or reflexive pronoun (e.g. her or herself), an adjective from box A and an ending from box B.

| A | В | | |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| i | of the murder for its collapse to play again of the Soviet Union to sing to be alive of maintaining order | | |
| | After undergoing a minor operation on her throat, she found <u>herself unable to sing</u> . | | |
| 2 | Although the police didn't have hard evidence against Karl Stevens, they still believed | | |
| 3 | The police officers lacked experience in crowd control and proved | | |
| 4 | After all his injury troubles, Marcuson has now pronounced | | |
| 5 | When I looked at the damage to my car in the crash, I considered | | |
| 6 | Mary Wallis had been the company's CEO for five years and the board of directors held | | |
| 7 | In 1991, Estonia declared | | |
| or | eposition. In one sentence, no pronoun is necessary. Write the reflexive pronoun in brackets if it can be nitted. When the police came to arrest him, Thomson hid(himself) under the floorboards until they had gone. | | |
| 2 | He had always prided his physical fitness, so it surprised him when he found it so difficul to acclimatise walking in the mountains. | | |
| 3 | Sarah came in carrying a big box of chocolates. At first I thought they were for me, but she said she'd bought them for because she'd had such a bad day at work. So I had to content a couple of rather boring biscuits. | | |
| 4 | I tried to prepare the interview by looking at the company's website and familiarising their range of products. | | |
| 5 | Thanks for taking the children to the zoo last week. They enjoyed enormously. I'm looking forward to having lunch with you on Thursday. Shall I meet outside the restaurant at about 12.30? | | |
| 6 | My father had broken his arm and couldn't shave, so I had to do it for him. I found it really difficult and had to concentrate hard. | | |

Exam practice

Reading and Use of English Part 4

For questions 1 – 6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given. Here is an example (0).

| 0 | If there is a fire, you must not use the lift to leave | ve the building. | | |
|---|------------------------------------------------------------------------------------------------------------------------------|------------------------|-------------------|--------------------|
| | In the event of a fire , you must not use | e the lift to leave th | ne building. | |
| 1 | Nina was driving the car at the time of the acci | ident, but I don't th | ink it was her fa | ult. |
| | RESPONSIBLE | | | |
| | Nina was driving the car at the time of the acci | ident, but I don't ho | old | it. |
| 2 | Jack has such a vivid imagination that it's poss | sible that he invente | ed the whole sto | ry. |
| | Jack has such a vivid imagination that he migh | nt | the | whole story. |
| 3 | I had only just got home when the phone rang. | | | , |
| | SOONER | | | |
| | No the phone ran | g. | | |
| | | | | |
| 4 | She is proud of being able to write clearly. | | | |
| 4 | She is proud of being able to write clearly. ABILITY | | | |
| 4 | | te clearly. | | |
| | ABILITY She prides to writ | | ure, we were able | e to go ahead with |
| | ABILITY She prides to writ Once the lecturer had given us a clear explana | | ure, we were able | e to go ahead with |
| | ABILITY She prides to writ Once the lecturer had given us a clear explana the experiment. | ation of the procedu | | |
| 5 | ABILITY She prides to writ Once the lecturer had given us a clear explana the experiment. EXPLAINED | ation of the procedu | e to go ahead wi | th the experiment. |
| 5 | ABILITY She prides to writ Once the lecturer had given us a clear explana the experiment. EXPLAINED Once the lecturer had | ation of the procedu | e to go ahead wi | th the experiment. |

10 Verb patterns (2)

Verb + to-infinitive / -ing; verb + (object) + bare infinitive; verb + object + to-infinitive / -ing; verb + object / possessive + -ing; other patterns after verbs

Context listening

1.1 Listen to part of an interview from a radio travel programme. The reporter is talking about his recent visit to the island of Lombok in Indonesia. Which of these problems did the reporter encounter on his trip?

| seasickness | shark attack |
|-----------------------|-------------------|
| passport left at home | volcanic eruption |
| hurricane | missed flight |
| stung by jellyfish | missed boat |



| 1.2 | 13 | Listen again and | fill in | the gaps. |
|-----|-----------|------------------|---------|-----------|
|-----|-----------|------------------|---------|-----------|

- 1 I'd been so anxious to get into the taxi that I <u>'d forgotten to pick</u> it up.
- 2 We were ______ outside the harbour for hours.
- 3 A number of people _______ to the coral reefs off the northwest coast.
- 4 When I was younger I used to in the sea.
- 5 As it swam past I ______ me across the stomach.
- 6 I really _____ me so well.
- 7 As we ______ the amazing sunset, it was almost possible to believe it.
- 8 I ______ the camera in my mobile phone, but the quality was pretty poor.

1.3 Notice that in each space in 1.2 you have written two verbs, and that the second verb has either a to-infinitive or an -ing form.

- 2 In only one of these three would the sentence have a similar meaning with either a to-infinitive or an -ing form. Which one? _____

Grammar

START POINT

I managed to find a friendly taxi driver.

I considered staying for a few more days.

I couldn't get out of the way.

When two verbs are used together, the second verb is in either a *to-*infinitive, an *-ing* or a bare infinitive form (i.e. an infinitive without *to*).

2.1 Verb + to-infinitive / -ing

Some verbs can be followed by either a to-infinitive or an -ing form with little or no difference in meaning: I started to scream. or I started screaming.

Other verbs like this include: begin, not bother, cease, continue. We normally avoid using two -ing forms together: I was beginning to feel quite at home there. (not I was beginning feeling ...)

After the opinion verbs hate, like, love and prefer we can use either a to-infinitive or an -ing form with little difference in meaning. However, we prefer a to-infinitive when we say we do something regularly. Compare:

When I was younger, I used to hate to swim in the sea. (= implies regular swimming)

When I was younger, I used to hate swimming in the sea. (= implies swimming in general)

After would ('d) with hate, like, love or prefer, we use a to-infinitive, not an -ing form:

I'd love to think that it could avoid a huge expansion in visitors.

Some verbs can be followed by either a to-infinitive or an -ing form but the meaning of the verb is different:

I came to realise that the Lombok people are very kind. (= talking about a gradual realisation)

It came swimming towards me. (= saying that something swam in your direction)

We use an -ing form after the preposition to:

I'd really been **looking forward to staying** at the Hotel Sanar in Mataram. (not ... looking forward to stay ...) and after the preposition of a phrasal verb:

I put off going home for as long as possible. (not I put off go...)

In negative sentences, the position of not can influence meaning. Compare:

I regretted not speaking the local language. (= I didn't speak the language and I regretted it)

I didn't regret speaking the local language. (= I spoke it and I didn't regret it)

I was told not to exercise. (= they said I shouldn't exercise)

I wasn't told to exercise. (= they didn't say I should exercise)

2.2 Verb + (object) + bare infinitive

When let and make have an object, this is followed by a bare infinitive:

They made us wait outside the harbour for hours.

But we use a to-infinitive after a passive form of make:

We were made to wait outside the harbour for hours.

When the verbs of perception feel, hear, notice, observe, overhear, see, watch have an object, this is followed by an -ing form or a bare infinitive:

I felt it stinging me across the stomach. or I felt it sting me across the stomach.

I sat on the beach and I watched the sun setting. or I watched the sun set and then went home.

10 Verb patterns (2)

We usually prefer an -ing form when the action is in progress or we want to emphasise that it continued for some time, and a bare infinitive when an action is complete or we want to emphasise that it lasted for a short time.

We use a bare infinitive in certain idiomatic phrases with dare, make, let and hear:

I dare say you're tired after your journey. (= I think this must be true; see Unit 4, 2.7 for more on dare.)

I had to make do with a less luxurious hotel.

I had to let go of the rope.

He let slip that he hadn't got a driving licence.

I heard tell there were sharks around.

After help we can use either a bare infinitive or to-infinitive:

Some of the villagers helped carry me back to my taxi. or Some of the villagers helped to carry me back to my taxi.

2.3 Verb + object + to-infinitive / -ing

After some verbs we have to include an object before a to-infinitive in active sentences:

A number of people had encouraged me to go to the coral reefs off the northwest coast of the island.

Other verbs like this include: advise, persuade, tell.

Some verbs can't include an object before a to-infinitive:

I decided to go ahead.

Other verbs like this include: agree, guarantee, refuse.

With some verbs we have to include the preposition for before an object + to-infinitive:

I arranged for the taxi to collect me.

Other verbs like this include: advertise, apply, campaign, pay, wait.

(See Unit 24, 2.2 for more on prepositions after verbs.)

Some verbs are only followed by an -ing form when they have an object:

I saw the jellyfish coming towards me.

Other verbs like this include: feel, find, hear.

2.4 Verb + object/possessive + -ing

Some verbs can be followed either by an object or, more formally, a possessive form:

I really appreciated them looking after me so well. or I really appreciated their looking after me so well.

Other verbs like this include verbs of (dis)liking (e.g. appreciate, detest, (dis)approve of, (dis)like, enjoy, hate, love, object to) and verbs of thinking (e.g. forget, imagine, remember, think of).

We can only use a possessive form to talk about a person or a group of people:

I'll never forget it swimming towards me. (not ... its swimming towards me)

We don't use a possessive form if the object is complex:

I really enjoyed Arun and his sister showing me around. (not ... Arun('s) and his sister's ...)

2.5 Other patterns after verbs

The to-infinitive can also have perfect, passive and continuous forms.

Verb + to have + past participle

We use forms of the perfect infinitive to talk about an event that happened earlier or is complete:

The Sasaks are thought to have originally come to Lombok from India or Burma.

This is particularly used to talk about actions that did not happen or may not have happened:

I was supposed to have arrived on the 14th October.

I was supposed to have been flying from London to Singapore.

The mountain's thought by some to have been created by the god Batara.

Verb + having + past participle

We use the perfect -ing form to emphasise that one action happens before another:

I really regret not having taken my camera with me.

This form is most often used with the verbs admit, deny, forget, recall, regret and remember.

Verb + to be + present/past participle

Future actions can also be indicated using the continuous infinitive (verb + to be + present participle) and the passive infinitive (verb + to be + past participle):

I hope to be going back again.

More flights to the island are expected to be introduced next year.

Grammar exercises

3.1 Choose the correct answer. Sometimes more than one option is possible.

- 1 The President has urged people vote / has urged to vote / has urged people to vote 'Yes' in tomorrow's referendum on joining the European Union.
- 2 After Chan injured his knee last year, a number of specialists advised him to give up / advised to give up / advised him giving up football, but he is still playing as well as ever.
- 3 A video recording from a security camera at the bank was used in Thomas's trial. It clearly showed pointing / showed him pointing / showed him to point a gun at the cashier.
- 4 If you have any questions, please write to me at the above address. I can't guarantee you to reply / guarantee to reply / guarantee you replying immediately, but I will certainly write back before the end of the month.
- 5 'You can lead a horse to water but you can't make it drink / make it to drink / make it drinking.' (a proverb)
- 6 We really appreciate you help / appreciate you helping / appreciate your helping us move house.
- 7 I've decided to look for a new job as I enjoy not sitting / don't enjoy to sit / don't enjoy sitting in front of a computer all day.
- 8 Now that Lena has bought a house in Brussels, I will have to advertise for someone to share / advertise someone sharing / advertise someone to share my flat with me.

3.2 Complete these texts using each verb in the appropriate form. If necessary, add a preposition and/or object before the verb.

A

be have sack steal talk

| 'I think it's fair to say that Jim Thompson wasn't liked in our | company and when he was made sales manager, |
|-----------------------------------------------------------------|-----------------------------------------------------|
| many of us objected to (1) his being promoted. O | ver the next few weeks, things just got worse. When |
| we walked past his office, we often heard (2) | to his friends on the phone. Then one of my |
| colleagues caught (3)some money from | the cash box. Eventually, a group of us went to the |
| Managing Director of the company and demanded (4) | Thompson dismissed. But despite our |
| objections, the MD said that he wasn't prepared (5) | his own son!' |

В

capture call eat escape get

| KEEPERS CRITICISED AFTER BEAR ESCAPE |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| When a bear broke out of its cage at Dudland Zoo last week and climbed a nearby tree, there wasn't much the zookeepers could do. They failed (1) it with the large net they had, and then just had to wait (2) hungry. They put some honey, the bear's favourite food, inside its cage, and eventually the bear came back and began (3) it. |
| Since then, there has been a lot of criticism of the zoo staff by local residents. Mo Baker, 41, of Sea Street said: 'I accept that keepers couldn't have done much to prevent (4) , but they didn't even bother (5) the police.' |
| The director of Dudland Zoo has said that an enquiry into the escape is now under way. |

C

collect do get have say see

| | → → n |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Hi! | |
| Do you remember (1) that you wanted a recent photo of me? We here it is (please see attachment). Yes, it's not very flattering, but you know how (2) my photo taken. Can't wait (3) you again in Until then, you'll have to make (4) with this photo! Btw, let me when your flight gets in and I'll get Laura or Daniel (5) you from airport. | / I hate July. know |
| Must go. We're off to the cinema tonight, so I have to hurry (6)ready. Will email again soon. | dinner |
| Love, | |
| Luis | |

get more exercise

3.3 Complete the sentences with phrases from the box. Use a to-infinitive, bare infinitive or -ing form of the verb (including perfect and continuous forms).

be a successful businesswoman

| | take a couple of paracetamol talk on my mobile |
|---|---------------------------------------------------------------------------------|
| 1 | If your headache doesn't go soon, try |
| 2 | The Department of Health has just launched a campaign to encourage people |
| 3 | Around 2,000 people are believed |
| 4 | I didn't want to speak to Jakub, so when he walked past I pretended |
| 5 | He had such a bad temper that no one dared |
| 6 | They say that Mark can be quite aggressive, but personally I've never heard him |
| 7 | She started life as a teacher, but went on |
| 8 | Now that Laura has gone away to college, I really miss |

Exam practice

Reading and Use of English Part 5

You are going to read a newspaper article about the writer's experience as a cyclist. For questions 1 – 6, choose the answer (A, B, C or D) which you think fits best according to the text.

My life as a human speed bump

Giving up a car has not been quite the liberating experience that George Monbiot had hoped.

Seventeen years after giving up my car, I still feel like a second-class citizen. I am trying to do the right thing, but the United Kingdom just isn't run for people like me. Take our bus services. My home city, Oxford, has invested massively in a park-and-ride scheme: buses carry people into the centre from car parks on the outskirts. At first I thought this was a great idea. Now, having stood for what must amount to weeks at bus stops, watching the full double deckers go by every couple of minutes without stopping, I realise it's not just the roads which have been taken over by drivers, but also the public transport system.

Or take the bike lanes. Most consist of lines painted on the road where it is wide and safe, which disappear as soon as it becomes narrow and dangerous. One of them, in Oxford, has been surfaced with small stones, which shows that the people who designed them have never ridden a bicycle. When we asked for a bike lane on one of the city's busiest streets, the council chose instead to narrow the street and widen the pavements, in the hope that the bicycles would slow down the cars. The cyclists, reluctant to become human speed bumps, started travelling down the pavement.

Now there is almost nowhere reserved for people like me. Out of political cowardice, councils and the police have given up enforcing the law. Preventing people from parking on the pavement would mean cutting the number of parking places, as the streets are otherwise too narrow. In one part of Oxford they have solved the problem by painting parking places on the pavement. Since my daughter was born, and I have started pushing a pram, I have been forced to walk in the middle of the road. In one respect this makes sense: the pavements are so badly maintained that she will only sleep when she's being pushed down the smooth grey carpet laid out for the cars.

My problem is that by seeking to reduce my impact on the planet, I joined a political minority that is diminishing every year. As car ownership increases, its only remaining members are a handful of strange people like me, the very poor and those not qualified to drive. None of these groups have political power. Our demands run counter to the usual wish to be successful, and have a better home, job and car, and are therefore of little interest to either politicians or the media.

Now, to my horror, I find I am beginning to question even the environmental impact of my 17 years of moderation. It is true that my own carbon emissions have been reduced. It is also true that if everyone did the same thing the total saving would be enormous. The problem is that, in the absence of regulation, traffic expands to fill the available space. By refusing to own a car I have merely opened up road space for other people, who tend to drive more fuel-hungry models than I would have chosen. We can do little to reduce our impacts on the environment if the government won't support us.

There are some compensations, however. About three or four times a year I hire a car. When I stop at motorway service stations, I am struck by the staggering levels of obesity: it appears to be far more prevalent there than on trains or coaches. People who take public transport must at least walk to the bus stop. The cyclists among us keep fit without even noticing.

Being without a car in Oxford has forced me to become more engaged with my home town. It throws me into contact with far more people than I would otherwise encounter. There are a couple of routes which make cycling a real pleasure: the footpath along the River Thames, for example, takes me most of the way to the station. But overall, as far as self-interest is concerned, I would struggle to claim that giving up my car was a wholly positive decision.

Exam practice

- 1 In the first paragraph, the writer says his view of the Oxford park-and-ride scheme is that
 - A it has actually encouraged people to drive into town.
 - B it has been an unqualified success.
 - C it has had insufficient funding.
 - **D** its popularity has become problematic.
- 2 The writer thinks that cyclists started travelling down the pavement in one of Oxford's busiest streets because
 - A the council put in a speed restriction measure.
 - B the pavement is very wide.
 - C there is no bike lane.
 - D in the bike lane cyclists are too close to cars.
- 3 In the third paragraph, the writer says he believes that Oxford city council has shown 'political cowardice' because it
 - A is reluctant to stop cars being left in pedestrian areas.
 - B doesn't want cyclists on the city's roads.
 - C has narrowed some roads to discourage cyclists from using them.
 - D is unwilling to improve the standard of pavements.
- 4 In the fifth paragraph, the writer suggests that the effect of his actions has been to
 - A discourage the government from giving support.
 - B lower maintenance standards for pavements.
 - C create more room on the road for other cars.
 - D encourage others to drive bigger cars.
- 5 The writer's observations at motorway service stations suggest to him that
 - A car drivers are more overweight than public transport users.
 - B people who own cars are thinner than people who hire them.
 - C people who use public transport don't get enough exercise.
 - D cyclists ride bikes in order to keep fit.
- 6 According to the writer, being without a car in Oxford
 - A has been a completely positive experience.
 - B has increased the number of acquaintances he has made.
 - C has made him stay at home more.
 - D has been a complete mistake.

11

Relative clauses (1)

Defining and non-defining relative clauses; relative pronouns; other words beginning relative clauses; prepositions in relative clauses

Context listening

1.1 You are going to hear part of a commentary from an audio-guide in a museum of science and technology. Before you listen, look at these photos. What do you think the commentary is about?











- 1.2 14 Listen to the commentary. Number the photos in the order they are mentioned.
- 1.3 14 Listen again and fill in the gaps.
- 1 He devised an experiment <u>in which</u> a spark jumped across a gap in a metal ring when a sparking coil was held a few metres away.
- 2 For most people, however, it is the Italian Guglielmo Marconi ______ name is mainly associated with the development of radio.
- 3 The first public demonstration of the power of radio came in 1901, ______ Marconi announced that he had received a transmission from across the Atlantic.
- 4 There are just a few of the 'wireless telegraphs' that the factory produced left in the world, an example ______ you can see in Case 2.
- 5 Radio waves could not carry speech until a method had been developed ______ the low-frequency waves produced in a microphone could be combined with high-frequency radio waves.
- 1.4 What do the words in the gaps in 1.3 refer to?
- 1 He devised an experiment <u>in which</u> a spark jumped across a gap in a metal ring when a sparking coil was held a few metres away.



2.1 Defining and non-defining relative clauses

START POINT

The old photograph that you can see ahead of you shows Marconi at Signal Hill. (defining relative clause) The story of radio probably begins with Heinrich Hertz, who was the first to produce radio waves in a laboratory. (non-defining relative clause)

Relative clauses give more information about someone or something referred to in the main clause.

Defining relative clauses specify which (or which type of) person or thing we mean.

Non-defining relative clauses simply add extra information about a noun.

We put a relative clause as close as possible to the noun it refers to:

There are just a few of the 'wireless telegraphs' that the factory produced left in the world. rather than There are just a few of the 'wireless telegraphs' left in the world that the factory produced.

Some relative clauses refer back to the whole idea in the previous clause, not just the previous noun. Most of these begin with which:

The owner of the old radio claims that it is in excellent condition - which is obviously not the case.

2.2 Relative pronouns

Adding information about people

defining relative clause (subject pronoun – the relative pronoun is the subject of the relative clause):

pronoun

There were many people who doubted that Marconi would ever succeed.

(Or informally: There were many people that doubted Marconi would ever succeed.)

defining relative clause (object pronoun – the relative pronoun is the object of the relative clause):

object pronoun

Augusto Righi was an Italian physicist who Marconi studied with in the 1890s.

(Or informally: an Italian physicist (that) Marconi studied with.)
We can leave out the relative pronoun if it is the object of a defining relative clause.

non-defining relative clause (subject pronoun):

subject

The story of radio probably begins with Heinrich Hertz, \leftarrow who was the first to produce radio waves in a laboratory.

non-defining relative clause (object pronoun):

object

Augusto Righi, who Marconi respected greatly, guided his research. (Very formally: Augusto Righi, whom Marconi respected greatly, guided his research.)

Note that whom is now used only in very formal styles, mostly in writing.

Adding information about things or animals

- defining relative clause (subject pronoun):
 - The invention **that** made this possible was the vacuum tube. **More formally:** The invention **which** made this possible ...
- defining relative clause (object pronoun):
 - The model (that) you can see in Case 1 shows how this works. More formally: The model which you can see ...
- non-defining relative clause (subject and object pronoun):
 - Marconi opened a 'wireless telegraph' factory in England, which employed around 50 people.

Marconi's 'wireless telegraph' factory, which he set up in England, employed around 50 people.

Although some people use that here, it is grammatically incorrect and should be avoided in Cambridge English: Advanced.

In both defining and non-defining relative clauses we can often use who, that or which with collective nouns referring to groups of people (e.g. company, government, orchestra):

The company who/which/that made the first radios was set up by Marconi.

2.3 Other words beginning relative clauses

We often use when after a noun referring to a time, or words such as day, period, time:

The first public demonstration of the power of radio came in 1901, when Marconi announced that he had received a transmission from across the Atlantic.

More formally, we can often use a preposition + which:

It was a period during which they met very infrequently. or ... a period when ...

Less formally, we can use that or no relative pronoun in defining relative clauses:

I can still remember the time (that) I first watched television. or ... the time when ...

We often use why after reason:

You can probably guess the reason why radio began to lose some of its popularity. or informally ... the reason (that) radio began to lose ...

We often use where after a noun referring to a location, and after the words case, condition, example, experiment, instance, point, process, situation and system:

Move now to room 36, where you can find information and displays.

Marconi's goal was to find a system where telegraphic messages could be transmitted.

More formally, we can use a preposition + which:

He devised an experiment in which a spark jumped across a gap in a metal ring.

We use whose + noun to talk about something belonging to or connected with a person, town, country or organisation:

For most people, however, it is the Italian Guglielmo Marconi whose name is mainly associated with the development of radio.

In formal uses, noun + of which can sometimes replace whose + noun:

Project Geneva is a computing project, the purpose of which is to analyse very large amounts of data on environmental change. or Project Geneva is a computing project whose purpose is to analyse large amounts of data on environmental change.

2.4 Prepositions in relative clauses

START POINT

These early radio systems could only be used for Morse code, in which each letter of the alphabet is represented by a combination of dots and dashes. (= These early radio systems could only be used for Morse code. In Morse code, each letter of the alphabet is represented by a combination of dots and dashes.)

A preposition usually comes before the relative pronoun in formal styles:

In 1901 Marconi made the announcement for which he will always be remembered.

After a preposition we usually use whom rather than who in formal styles:

Augusto Righi, with whom Marconi studied in the 1890s, was a physicist, or

Augusto Righi, whom Marconi studied with in the 1890s, was a physicist.

A preposition usually comes at the end of the clause in less formal styles:

In 1901, Marconi made the announcement which he will always be remembered for.

Augusto Righi, who Marconi studied with in the 1890s, was a physicist.

We can use of which and of whom (or very informally of who) after all, both, each, many, most, neither, part, several, some; a number (e.g. one, the first, half) and superlatives:

Radio entertainers, many of whom became household names, were highly paid.

We can use a preposition, usually from, with where and when:

Marconi set up a transmission station in Cornwall, from where the first transatlantic radio message was sent.

Grammar exercises

3.1 Match the sentence halves and join them with one of the words in the box.

when where which whose why

- 1 The new factory will be located in an area
- 2 The photograph reminded him of the time
- 3 Any complaints should be sent to the Broadcasting Regulator,
- 4 I couldn't see any reason
- 5 The university has introduced an initiative in

- a job it is to maintain standards in television programmes.
- b he used to live in Thailand.
- talented students can complete their degree in only two years.
- d Irina should be offended by my letter.
- e there are high levels of unemployment.
- 1 The new factory will be located in an area where there are high levels of unemployment.

11 Relative clauses (1)

3.2 Underline all the possible relative pronouns that can complete each sentence. ('-' means that the sentence is correct with no relative pronoun.) If there is more than one possible answer, decide which one(s) are less formal.

| 1 | The new drug should be o | f benefit for anyo | one | suffers from ser | vere back pain. |
|---|---------------------------------------------------------|--------------------|---------------------|------------------------|-----------------------------|
| | A who B | 4 | C which | D that 'that' | is less formal than 'who' |
| 2 | Did the committee | tool | k the decision on t | the new housing esta | ate meet local protestors? |
| | A - B | which | C who | D whom | |
| 3 | The wallpaper,design. | is availab | ole in a number of | colours, is based on | an eighteenth-century |
| | A which B | that | C - | D who | |
| 4 | Howard Stevens was one | of the artists | Ca | rlson worked with ir | h his youth. |
| | A whom B | - | C which | D who | |
| 5 | Conservationists have call the island. | ed for a program | me to eliminate t | ne rats | are killing seabirds on |
| | A that B | - | C which | D whom | |
| 6 | A government spokespers disagreement between th | | | | that there had been a major |
| | A which B | that | C who | D - | |
| 7 | Were the coins | | up worth a lot of r | noney? | |
| | A who B | _ | C that | D which | |
| 8 | He was survived by his wi | fe Anastasia, | he | married in 1936. | |
| | A whom B | that | C - | D who | |
| 3 | Complete these sente | ences with an ap | propriate prepos | ition. | |
| 1 | There were many excellen France against Brazil in th | | World Cup, the b | est <u>of</u> | which, in my view, was |
| 2 | There were criticisms of the | ne way | which th | e election was cond | lucted. |
| 3 | We climbed to the top of | the mountain, _ | | where it is possible t | o see three countries. |
| 4 | She has recently published London Literary Magazine | | short stories, most | | which first appeared in the |
| 5 | They showed enormous k | indness to me, _ | | which I will always b | e grateful. |
| | The Red Spider has spread | | | | |
| | He was married in 1253 to | | | | |
| 8 | We're trying to speed up | the process | whi | ch decisions are mad | de in the company. |

Relative clauses (1)

3.4 Complete the sentences using a phrase from A, a relative word or phrase from B and a phrase from C. Write the letters in the spaces.

| A | В | C |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| a a Muslim doctor b a narrow piece of wood at the end of a swimming pool c housing for old and ill people d women's narrow trousers e an early period in human history f a person or company | g whose h from which i when j which k where l who | m end just below the knee. n people made tools and weapons only out of stone then. o job is to organise the sending of goods from one place to another. p help can be given if it is needed. q uses traditional methods to treat people. r people can dive. |

| 1 | Sheltered accommodation: c + k + p |
|---|------------------------------------|
| 2 | A diving board: + + |
| 3 | Capri pants: + + |
| 4 | A shipper: + + |
| 5 | A hakim: + + |
| 6 | The Stone Age: + + |

1 Sheltered accommodation is housing for old and ill people where help can be given if it is needed.

Exam practice

Reading and Use of English Part 1

For questions 1 - 8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

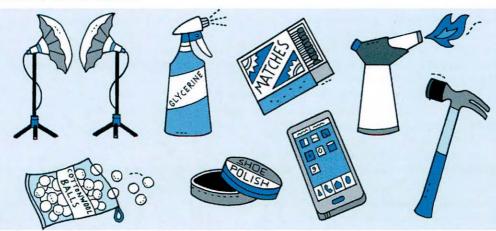
| | | | | | Origa | ami | | |
|------|-------|-------------------------|---------|----------------------|------------|----------------------|-----------|-----------------------------|
| Orig | gam | i is the art (0) | В | paper fo | lding, th | e aim of (1) | | is to make objects |
| usir | ng fo | olds and creases. | Althou | igh other shapes | are pos | sible, in (2) | | , objects begin with |
| a so | quar | e sheet of paper (| 3) | sid | des may | be different col | ours. Thi | s is usually folded without |
| cutt | ing. | The origins of original | gami a | are not known for | (4) | | Some are | e of the (5) |
| that | it b | egan in Japan, otl | ners t | hat it originated in | n China, | from where it w | as taken | to Japan in the seventh |
| cen | tury | . It may also have | devel | oped independer | ntly in th | e West. What is | (6) | is that it |
| reac | chec | d its greatest deve | lopme | ent in Japan. Prob | oably the | e most famous r | nodern o | rigami artist was Akira |
| Yos | hiza | wa, who died in 2 | 005. I | He pioneered orig | jami as a | a creative art, as | well as (| (7) up |
| with | as | symbolic method of | of repr | resenting paper fo | olding. I | n all, he created | more tha | an 50,000 models, only a |
| few | hur | ndred (8) | | which were s | hown in | his books. | | |
| 0 | A | for | B | of | С | to | D | with |
| 1 | A | what | В | which | С | whose | D | how |
| 2 | A | all | В | addition | С | time | D | general |
| 3 | A | who | В | whose | С | who's | D | that |
| 4 | A | certain | В | definitely | С | conclusive | D | positive |
| 5 | A | idea | В | viewpoint | С | opinion | D | theory |
| 6 | A | admitted | В | final | С | clear | D | decided |
| 7 | A | coming | В | turning | С | ending | D | keeping |
| 8 | A | with | В | in | С | by | D | of |

Relative clauses (2)

prepositional phrases

Context listening

1.1 You are going to hear an interview with a food photographer. Which of these items do you think she uses in her work and what for?



1.2 15 Listen and check whether you were right. 1.3 Listen again and fill in the gaps at the end of each sentence with what the speakers actually said. When I was quite young - 10 or 11 - I started using an old camera which belonged to my father. belonging It was easy to find a photographer who wanted to take an assistant for no pay! She was really the first person who encouraged me to take up food photography. I was the youngest person in the competition who won any of the major categories. The biggest problem is the heat that is produced by the lights. Personally, I prefer food that is not made of cardboard! I generally have with me a spray bottle which contains glycerine mixed with water. We use cotton wool balls that have been soaked in water. 1.4 Look at your answers for 1.3. In which did the speakers use:

1 a present participle (-ing form)? _______, ______, a past participle (-ed form)?

a to-infinitive? _____,

Grammar

2.1 Participle clauses

START POINT

I started using an old camera belonging to my father.

The food in photographs used to illustrate cookbooks and magazine articles isn't always entirely authentic. And then we put in some material to substitute for the food.

We can often reduce a defining relative clause so that it begins with a present participle (-ing), past participle (-ed), or to-infinitive.

-ing clauses correspond to defining relative clauses with an active verb, and -ed clauses correspond to defining relative clauses with a passive verb:

The editor working on the cookbook or magazine is often there, too. (= The editor who is working ...)

A challenge facing food photographers is how to keep food looking fresh. (= A challenge which faces ...)

The big problem is the heat produced by the lights. (= ... the heat that is produced ...)

Personally, I prefer food not made of cardboard! (= ... food which is not made of cardboard!)

Verbs which are not normally used in continuous forms may be used in reduced relative -ing clauses.

This spray bottle contains glycerine mixed with water. (not ... is containing ...)

However, we can say:

I generally have with me a spray bottle containing glycerine and water.

Other verbs like this include belong to, comprise, consist of, constitute, equal, own, possess, resemble, result from, surround.

It is not always possible to use a reduced form of a relative clause.

We can't use a reduced form when the first verb in the relative clause is a modal verb:

A technique that might be used in photographing meat is to use a glycerine spray. Food that can't be frozen is particularly difficult to photograph.

We can't use an -ing reduced form when we talk about a single, completed action. Compare:

Sometimes the chef who created the dish in their restaurant comes to the studio.

(not ... the chef creating the dish ...)

The chef preparing the food today works in a well-known restaurant.

(= The chef who is preparing the food today ...)

Reduced relative clauses can also be used instead of non-defining relative clauses, particularly in written English: Her photographs, taken in her studio in California ... (= ... which were taken in her studio in California ...) My parents - not having much money - rarely took us to restaurants. (= ... who didn't have much money ...)

These are usually written between commas (,) or dashes (-).

2.2 To-infinitive clauses

We often use a to-infinitive clause instead of a relative clause after:

a superlative + noun (phrase):

I was the youngest person in the competition to win any of the major categories.

the first/second, etc. + noun (phrase):

She was really the first person to encourage me to take up food photography.

the only / the next / the last / another / one + noun (phrase): By the time we photograph the food, it's completely cold. The only thing to do in that case is to create steam from elsewhere.

Often we can use an active or passive to-infinitive clause with little difference in meaning:

The only thing to do in that case is to create steam from elsewhere. or The only thing to be done ...

2.3 Adjective phrases

Adjectives and adjective phrases can be used after nouns with a meaning similar to a relative clause. Often the adjective is followed by a to-infinitive or preposition, or used with an adverb:

It was easy to find a photographer willing to take an assistant for no pay! (= ... a photographer who was willing to take an assistant for no pay!)

It's a job difficult for even a skilled photographer. (= ... a job which is difficult for even a skilled photographer.)
Glycerine's a liquid, completely colourless, that's often used to sweeten food. (= ... a liquid which is completely colourless, ...)

A few adjectives (e.g. affected, available, present) can be used alone after a noun with a meaning similar to a relative clause:

We use cardboard or any other material available. or ... material which is available. (See Unit 7, 2.3 for more on the position of adjectives.)

2.4 Prepositional phrases

We can give additional information about a thing or person using a prepositional phrase. Often these have a meaning similar to a relative clause:

The vegetables **around** that succulent piece of meat could be made from plastic. (= The vegetables **which are around** ...)

Grammar exercises

3.1 Complete each pair of sentences using a verb from the box. In (a) use a relative pronoun and a form of the verb; in (b) use a reduced relative -ing or -ed form.

| be | elong | g carry injure play no | t see want | | |
|----|-------|------------------------------|------------------|------------------------------|-----------------------|
| 1 | a | People who want t | ickets for the c | cup final can expect to pay | over 100 euros. |
| | b | People wanting t | ickets for the c | cup final can expect to pay | over 100 euros. |
| 2 | a | The Internet is bringing abo | ut a degree of | cultural change | for centuries. |
| | b | The Internet is bringing abo | ut a degree of | cultural change | for centuries. |
| 3 | a | All the passengers | in th | ne train crash have been re | leased from hospital. |
| | b | All the passengers | in th | ne train crash have been re | leased from hospital. |
| 4 | a | Our teacher, | a huge pil | e of textbooks, came hurry | ying into the room. |
| | b | Our teacher, | a huge pil | e of textbooks, came hurry | ying into the room. |
| 5 | a | Some jewellery | to the | Queen has been stolen fro | m Buckingham Palace. |
| | b | Some jewellery | to the | Queen has been stolen fro | m Buckingham Palace. |
| 6 | a | The woman | the piano | over there – is she your sis | ter? |
| | b | The woman | the piano | over there – is she your sis | ter? |

3.2 Use the information in the brackets to complete these newspaper extracts. Use reduced relative clauses beginning with an -ing or -ed form, being + -ed or to be + -ed. If a reduced relative clause is not possible, use a relative clause + relative pronoun (e.g. which).

| The government has brought in r | iew iegisiauoii |
|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (It will affect Britain's 5.4 million | dog owners.). From next year all dogs will have to be |
| tagged with tiny electronic chips | . (They will hol |
| information about the dog's owner | er.) |
| The inquiry into the wreck of the oil | I tanker Panmax, |
| (It sank off the southwest coast in 2 | 2014.), has produced its final report. The report, |
| | , (It is to be published tomorrow.) is thought to |
| show that the captain was mainly r | esponsible for the collision with a smaller vessel. |
| | |
| | |
| Demonstrators | (They have been |
| | (They have been I Strife at the Crest Theatre, claiming it to be 'anti- |
| protesting.) against the play Globa | |
| protesting.) against the play Globa | Strife at the Crest Theatre, claiming it to be 'anti- |
| protesting.) against the play Globa. religious', have succeeded in preve | Strife at the Crest Theatre, claiming it to be 'anti- enting it being performed. The theatre management, |
| protesting.) against the play Globa. religious', have succeeded in preve | I Strife at the Crest Theatre, claiming it to be 'anti- nting it being performed. The theatre management, (They were advised by police that security could |

3.3 Complete the sentences with phrases from the box. Use a to-infinitive clause, an adjective phrase or a prepositional phrase. Make changes and additions as necessary.

ring today about the car announce large-scale redundancies very similar to Romanian you should contact the human resources manager take part in the London Marathon the south side of the city would be happy to help out orbit the Earth

- 1 In 1962, John Glenn became the first American <u>to orbit the Earth</u>
- 2 If you want to find out if there are any job vacancies in the company, the person
- 3 It was really expensive living in the centre, so we've just bought a flat ______
- 4 You won't have to organise the party yourself. I'm sure there'll be a lot of people _
- 5 At 91, Abraham Weintraub is the oldest competitor ever _____
- 6 The state language of Moldova is Moldovan, a language _____.
- 7 With fewer cars being sold around the world, Nisda has become the latest car company
- 8 You're the tenth person _______. I'm sorry, but it's already been sold.
- 3.4 Underline the twelve relative clauses in this newspaper article (the first one has been done for you).

 Which ones could be rewritten as reduced relative clauses?

Monitors to cut home electricity use

Monitors which show the real-time cost of electricity use are to be provided free of charge to homes across the UK in an effort to slow down climate change. Under the new government proposals, from next year electricity suppliers will have to provide the devices – which have cut power use by up to 6.5% in Canada – to all customers who want them. Domestic appliances which are left on unnecessarily are estimated to waste £900 million of electricity a year.

Traditional electricity meters are usually kept out of sight in cupboards. However, the monitors, which use microchip technology and a digital display, are intended to be placed in full view as a constant reminder of the electricity that is being used in a house at any given moment.

The Environment Secretary said: 'People want to do their bit to help protect the environment as well as save money, and visual display units that are provided free of charge will help people do both.' A spokeswoman for the Electricity Consumer Council said it supported any plan that would give customers access to free monitors. The shadow environment secretary said: 'Although it is an interesting and welcome measure, there are still many details that should be considered, not least the reliability of these meters.'

However, the Energy Retail Council has criticised the proposal, saying that it did not go far enough. In a statement, their chief executive said: 'We had hoped the government would recommend the introduction of 'smart meters' – which communicate electricity consumption to both the customer and the energy supplier – rather than meters that are only able to do half the job.'

Exam practice

Reading and Use of English Part 5

You are going to read a newspaper article. For questions 1 – 6, choose the answer (A, B, C or D) which you think fits best according to the text.

Should children be taken to art galleries?

The debate about taking young children to art galleries has a long history. On one side are traditionalists – conservators and keen gallery-goers – who disapprove of the noise and disruption caused by children and worry about damage to fragile paintings and sculptures. In opposition are the progressives – educationalists and parents – who contend that viewing art enriches the lives of children. This dispute has resurfaced in the media recently following a claim by the visual artist Jake Chapman that dragging children round galleries is "a total waste of time". Parents are "arrogant", he says, for thinking children could understand the work of such complex artists as Jackson Pollock and Mark Rothko.

Current thinking, of course, sides with the progressives. Early exposure to art widens children's horizons, develops their curiosity about the world, and boosts their creativity. Further, it significantly increases the chances that they will have a life-long interest. With this in mind, many galleries have adopted a more child-friendly approach, encouraging parents to bring their children by arranging special events and handing out quizzes and worksheets to children as they arrive. From this perspective, expecting children to conform to adult behaviour in galleries is a form of punishment, which should be subverted at every turn.

But maybe Chapman does have a point. Developmental psychology suggests that before the age of 8 or 9 children view art only for what it represents in the real world. It is only in their early teens that children begin to go beyond representation and understand that art is created to express certain meanings and values beyond the literal. Art education is necessary before the adolescent can appreciate stylistic elements and develop a critical facility, making their own judgments about the merits of a piece. Faced with abstract expressionism such as Pollock's drips and looping swirls or Rothko's rectangles of colours, it's no wonder that young children quickly lose interest. We shouldn't be surprised if most prefer the joys of running up and down the polished gallery floors as they search the paintings for answers to worksheet questions, or even, heaven forbid, run their sticky fingers over priceless masterpieces. Should children be allowed to ruin other visitors' experience by causing a din among the Pre-Raphaelites? Of course not.

Against this, I think back to my own experience of viewing art as a young child. I was taken to galleries regularly – but for short visits to see just a handful of paintings each time. My parents would talk about each of the paintings and always ask me what I liked most about it. I wouldn't say that I understood everything they said, but through this exposure, over time I came to learn something about the subject matter of art, artistic techniques and, above all, the experience of viewing: what's most important is how a piece of art makes you feel. I was lucky enough, though, to have knowledgeable and sensitive parents, and local galleries available that we could visit again and again. Access to art has undoubtedly improved my quality of life, and I only have to watch a child engaging with a painting to realize it is the same for many others.

Jake Chapman was right to reignite the debate, but his conclusion is wrong. We shouldn't be excluding children from art galleries. Instead, we should be educating parents, helping them to improve the experience of their children's gallery visits — good both for their children and other visitors. First, parents should know some simple ground rules of gallery behaviour and make sure they and their children stick to them: don't touch paintings and sculptures (it can cause damage); don't have loud phone conversations (it's annoying for everyone else); and don't take photos of the artworks (paintings are meant to be looked at, not posed next to — buy a guidebook afterwards if you want a record of what you've seen). More importantly, though, they need advice on how to encourage their children to look at and talk about artwork. The worksheets given to children could be replaced with ones for parents, including relevant information and suggested discussion topics to share with their children. Through interaction of this kind, children will grow up believing that art is for all, not just for adults or for some exclusive group of 'art appreciators' to which they do not belong. And by being involved, interest and enthusiasm will replace boredom.

Exam practice

- 1 What view does the artist Jake Chapman put forward about art galleries?
 - A Parents think they are too difficult for children to understand.
 - B Parents overestimate their value.
 - C Children learn little about art by visiting them.
 - D Children tend not to enjoy visiting them.
- 2 According to the writer, 'progressives' believe that galleries
 - A should be organized with children in mind.
 - B should prioritize children over adults.
 - C should encourage children to paint more themselves.
 - D should not restrict how children behave.
- 3 In the third paragraph, the writer says that very young children
 - A can be taught to judge the quality of a painting.
 - B are not ready to appreciate abstract art.
 - C are reluctant to criticize paintings.
 - D are attracted only to paintings showing scenes of real life.
- 4 During the writer's visits to art galleries as a young child
 - A her parents told her which paintings were noteworthy.
 - B she accumulated knowledge of a large number of paintings.
 - C she was surprised at her parents' knowledge of art.
 - D she was encouraged to evaluate art.
- 5 What point does the writer make in the fifth paragraph?
 - A Parents need to learn more about art appreciation.
 - B Gallery rules need to be enforced more strictly.
 - C Not all parents can appreciate art.
 - D Adults should be more tolerant of children's behaviour in galleries.
- 6 An idea recurring in the text is that
 - A both adults and children behave badly in galleries.
 - B children know as much about art as their parents.
 - C it takes time for children to learn to appreciate art.
 - D galleries are not doing enough to help children understand art.

13

13 Adverbial clauses

Adverbial clauses including time clauses, contrast and concession clauses, reason clauses, purpose and result clauses

Context listening

1.1 Maria and Stefan are being interviewed about their eating habits. Before you listen, look at some definitions of words and phrases used in the interview. What do you think they are? Check your answers in the Key.

- 1 Food with substances added to it to preserve it or to give it a new colour or taste.
- 2 A meal cooked before you buy it so that you only have to heat it before eating.
- 3 A combination of the correct quantities and sorts of food eaten every day.
- 4 The process of getting the right sorts of food and drink in order to keep you healthy.

1.2 16 Listen to the interview and fill in the gaps.

At the weekend I like to make something myself ________ so as not to _______ eat processed food all the time.

2 We'll usually go out to eat ________ none of us likes cooking.

3 She also talked to me about the food she made ________ I'd learn about diet and nutrition.

4 If I get hungry, I'll eat some fruit, _______ at school I'd buy a bar of chocolate.

5 I don't eat much for breakfast _______ I'm always in a rush.

6 I have to get out by 7.30 _______ catch my bus.

7 Sometimes I get up in the night and have a snack, ______ I know it's bad for me.

8 I was absolutely exhausted _______ I had to run for the bus yesterday.

9 I don't have the opportunity to go shopping _______ I'm working.

10 It's very hard to put a healthy diet into practice _______ I know all about the theory.

1.3 Look at the word or phrase you wrote in sentence 5 in 1.2. What other word or phrase you wrote in 1.2 has a similar meaning? What other words or phrases are similar to the one in sentence 7?

Grammar

2.1 Adverbial clauses: general

START POINT

I seem to eat less healthily as I get older.

Although I'd like to eat more fresh food, I don't have time to prepare meals in the evenings.

An adverbial clause adds extra information to a main clause about things such as time, reason or purpose. Most adverbial clauses begin with a conjunction (e.g. as, although) and can come before or after the main clause.

An adverbial clause must be connected to a main clause; we can't use it as a separate sentence:

I don't eat much for breakfast because I'm always in a rush. (not I don't eat much for breakfast. Because I'm always in a rush.)

We only use one conjunction to connect an adverbial clause and a main clause: (not Because I'm always in arush, so I don't eat breakfast.)

2.2 Time clauses

START POINT

I generally have a sandwich and a packet of crisps as/when/while I'm sitting at my desk.

We can use as, when or while to talk about something that happens when something else takes place.

As can sometimes mean either 'because' or 'during the time that':

I opened the window as I was cooking. (= ... because I was cooking or ... while I was cooking)

We don't use will in a clause with a time conjunction (e.g. before, until, when) to talk about a future action or an action that is completed before another in the main clause:

I'd like to have something more substantial **before I leave** home in the morning. (not ... before I will leave home in the morning.)

When I've written up the research, I'll let you have a copy. (not When I will have written up the research; ...)

We use when (not as or while) at the beginning of an adverbial clause which:

- · refers to a point in time:
 - I remember once I was eating some sweets in my bedroom when my mother walked in.
- describes the circumstances in which the event in the main clause happens:
 - When I get home late, I take a ready meal out of the freezer.
- refers to a past period of our lives:
 - When I was younger, my mother used to keep an eye on what I ate.
- talks about 'every time' something happens:
 - When/Whenever I've had one of those ready meals, I feel hungry by the time I go to bed.

We prefer as to show that one thing changes at the same time as another:

As I put on weight, it gets more and more difficult to exercise. (rather than When/While I put on weight)

We can use as or when to highlight the moment that something happens:

As/When I turned the corner, the bus was just pulling up ... (not While I turned ...)

13 Adverbial clauses

2.3 Contrast and concession clauses

We use although or, less formally, though to say that there is a contrast between what happens in the main clause and the adverbial clause:

Sometimes I get up in the night and have a snack, although I know it's bad for me.

or to introduce a concession clause that suggests the opposite of the main clause:

Although I don't enjoy cooking, I prepare a meal for myself every evening.

We can use though at the end of a clause:

In some ways, it's better now, though. (not ... it's better now, although.)

We can use despite the fact that / in spite of the fact that or despite / in spite of + -ing with a similar meaning to although:

Despite the fact that I know all about the theory of a healthy diet, it's very hard to put it into practice. **or In spite of the fact that** I know ...

Despite (my) knowing all about the theory of a healthy diet, it's very hard to put it into practice. or In spite of (my) knowing ...

We can use while or whereas to say that there is a contrast with something in the main clause. The while/whereas clause may come before or after the main clause:

If I got hungry at school, I'd buy a chocolate bar, whereas nowadays I'll eat some fruit. or ... while nowadays ...

Whereas nowadays I'll eat some fruit, at school I'd buy a chocolate bar, or While nowadays ...

We can use whilst as a more formal alternative to while.

(See also Unit 14, 2.3 Even if and even though.)

2.4 Reason clauses

START POINT

I must be eating too much because I've been getting a bit overweight recently.

Because it's so easy to buy ready meals from the supermarket, it makes me quite lazy.

I have to get out by 7.30, so I really don't have time.

A very common way of giving a reason or explanation for something, particularly in speech, is to use an adverbial clause with *because*. A clause beginning so is also often used to express a similar meaning.

Most recipes in magazines are no use to me because of the time they take.

Because of can also be used before a noun or noun phrase to give a reason for something.

Formal alternatives to because are as and since:

She made a particular effort because/as/since I was often ill as a child.

Informal alternatives to because are seeing that and seeing as:

We'll usually go out to eat seeing that/as none of us likes cooking.

2.5 Purpose and result clauses

To talk about the purpose of an action we can use in order / so as + to-infinitive:

I have to get out by 7.30 in order to catch my bus. or ... so as to catch ...

Informally, it is more common to use a to-infinitive to express the same meaning:

I have to get out by 7.30 to catch my train.

In negatives we prefer in order not / so as not + to-infinitive rather than not + to-infinitive:

I like to make something myself so as not to / in order not to eat processed food all the time.

We also use in order that and so that to talk about a purpose:

She also talked to me about the food she made in order that I'd learn about diet and nutrition. or less formally ... so (that) I'd learn about ...

We often use modal verbs after in order / so that:

It'll be interesting to read the results of the research **so that I can** see how typical my diet is. She also talked to me about the food she made **so that I'd** learn about diet and nutrition.

Grammar exercises

| 3 | 3.1 Complete the sentences with as, when or while. Give all correct or likely alternatives. |
|----|----------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | You wouldn't think it now, but when I was very young I used to have curly, brown hair. |
| 2 | It's more and more important for business people to speak foreign languages business becomes increasingly international. |
| 3 | How old were you you got married? |
| 4 | I was so tired last night, I went to sleep my head hit the pillow. |
| 5 | my children get older, I find they get even fussier about food. |
| 6 | She always brings a bunch of flowersshe comes to visit. |
| 7 | I sat down to take my maths exam, I realised I'd forgotten to bring my calculator with me |
| 8 | the level of pesticides in the potatoes is well below the legal limit, the public have been advised to avoid eating them for the time being. |
| De | Rewrite the underlined part of the sentence using a phrase with a similar meaning beginning espite |
| 1 | Although she fell heavily at the start of the race, she went on to finish second. Despite falling |
| 2 | Although we got lost on the way, we were eventually only a few minutes late. |
| 3 | Although she was badly hurt herself, she helped a number of passengers out of the crashed coach. |
| 4 | Although we lived in the same village, we had never spoken to each other. |
| 5 | Although the alarm went off when the house was broken into, nobody bothered to call the police. |
| 6 | Although there were plenty of warning signs, people were still swimming in the river. |
| 7 | Although it is banned in public spaces, smoking is on the increase |

3.3 Complete the sentences using a phrase from A (use each one twice) and an ending from B. Write the letters in the spaces.

| A | |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 | n order that b so as not to c in that d seeing that |
| В | |
| į | the front wheel is smaller than the back fit's so poorly paid h damage its roots larger planes can land there j she's so fit they are carnivorous l be overheard |
| 1 | The swimming pool had to be emptied $\underline{a} + \underline{g}$ |
| 2 | People here don't put much effort into the job + |
| 3 | My bike is unusual + |
| 4 | You need to lift the plant carefully + |
| 5 | Pitcher plants are unique + |
| 6 | The runway is going to be extended + |
| 7 | She'll probably recover from the illness quickly + |
| 8 | We spoke very quietly + |
| 1 | The swimming pool had to be emptied in order that some broken tiles could be repaired |

3.4 Choose the correct or more likely options in these texts.

A

Hello Alison.

I couldn't contact you this (1) <u>morning because</u> / morning. Because we had a power cut here. Sorry. Thanks for the invitation to lunch tomorrow. I'm not sure I'll be able to make it, (2) though / although. (3) In spite of that / In spite of the fact that we've got extra staff at work, we're struggling to meet the deadline to finish writing the software. This means I've got a huge amount of work to do (4) before I go / before I will go on holiday at the end of the week. I feel really guilty (5) seeing / seeing that this is the second time this year I've had to turn down your invitation.

Hope to see you in the near future.

Regards,

Ros

В

- A: I'm sorry I'm not here to take your call. Please leave a message after the tone and I'll get back to you as soon as I can.
- B: Hello, Omar, it's Martha. I'm afraid I have to cancel our meeting tomorrow. My father's just phoned to say my mother's been taken ill. (1) Because of / Because it sounds quite serious, (2) I'll have to / so I'll have to take time off to go and see her. I may be away for a few days, but I'll have my laptop with me (3) while / whilst I'm there (4) so as I can / so that I can do some work. When (5) you will get / you get the chance, give me a ring and we'll sort out another time to meet. Bye for now.

Reading and Use of English Part 2

For questions 1 – 8, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (0).

| | | Life in Spain | |
|--------------------|---------------------------------------|------------------------------|---------------------------------------|
| Spain is a vas | st and varied country, and its peopl | e have (0) <u>few</u> | things in common |
| (1) | for their friendliness, socia | bility, and hospitality. Sp | paniards have a reputation for not |
| letting work g | get in the way of enjoyment, and for | spending as (2) | time and energy as |
| possible on the | heir social lives. Their frequent use | of the word mañana - lea | ave things (3) |
| tomorrow - is | seen as being characteristic of this | s tendency. While this ma | ay be a stereotypical view of Spanish |
| life, it is true t | hat many people organise their wo | rking hours (4) | as to make the most of their |
| free time. Spa | aniards are sociable (5) | that they like noth | ning better than spending time with |
| friends and re | elatives. Eating together is an impor | tant part of social life, ar | nd large groups often |
| (6) | up for dinner. Not (7) | , Spain is th | nought to have more restaurants |
| per head of p | opulation than any (8) | European country. | |

Real and unreal conditionals; if ... not and unless; even if and even though; if only and wish; other conditional expressions

Context listening

1.1 Look at these photos of places where wild animals can be seen. Which places are shown here?







1.2 Listen to part of a radio discussion programme where three people are being interviewed about the opening of a new zoo. Which speaker or speakers (Liam, Nadia or Mariam) make these points?

1 Most people don't have the opportunity to see wild animals in their natural environment. Liam and Mariam

| 2 | Captive breeding programmes are important in preserving wild animals. |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 | Animals may suffer when they are being taken to zoos. |
| 4 | Many animals now in zoos were born there. |
| 5 | It is unacceptable to keep animals in cages or small enclosures. |
| 6 | Safari parks haven't always looked after animals well. |
| 7 | The main purpose of zoos and safari parks is to make money. |
| 8 | Game reserves need to be supported by governments in developed countries. |
| 1 2 | What word or phrase did the speakers use to link these ideas? Listen again if you are not sure. we didn't have zoos + most people would never see wild animals in real life |
| 3 | wild animals are born in a zoo + it's still cruel to keep them in a small enclosure |
| 4 | I'm all in favour of safari parks + the animals are well looked after |
| 5 | they say they are concerned about the welfare of animals + they are still businesses mainly out to make a profit |
| 6 | developed countries put money into these reserves + species will be preserved |
| 1 | If we didn't have zoos, most people would never see wild animals in real life. |

Grammar

2.1 Real and unreal conditionals

START POINT

Conditional sentences may suggest that an event or situation is real – it is true, generally happens, has happened or is likely to happen; or unreal – it is imaginary or untrue, did not happen or is not likely to happen.

Real conditionals

If there is a health problem, vets **deal** with it quickly. (if + present simple, + present simple)

Before safari parks were opened, if people wanted to see lions and giraffes, they had to go to a zoo. (if + past simple, + past simple)

If we don't provide safe havens for animals, many will die out. (if + present simple, + will + bare infinitive)

Unreal conditionals

If they were in the wild, they would have more space to roam free. (if + past simple, + would + bare infinitive) If we had introduced captive breeding programmes sooner, we would have prevented the extinction of a number of animals. (if + past perfect, + would have + past participle)

Real conditionals

We can use a wide variety of other patterns in the if-clause and the main clause:

If we're going to protect animals in Africa, we'll need to invest much more money ... (if + going to, + will + bare infinitive)

If we close zoos, we might deprive people of the opportunity of seeing wild animals. (if + present simple, + might + bare infinitive)

If you think closing down zoos will improve the chances of survival of endangered species, you're making a big mistake. (if + present simple, + present continuous)

We don't usually use will in the if-clause:

If they're not eaten by the larger animals first, they'll be killed by visitors' cars. (not If they won't be eaten ...) However, we can use will in the if-clause:

- when we talk about a result of something in the main clause:
 ... we should have captive breeding programmes if it will help save species. or ... if it helps
- when we want to show that we strongly disapprove of something:
 - A: That zookeeper was really annoyed with me.
 - B: Well, if you will throw stones at the animals, it's not surprising!

Unreal conditionals

We can use modals other than would in the main clause:

If we'd introduced captive breeding earlier, animals now extinct might have survived.

We don't usually use would in the if-clause:

If we had more funding, we would be able to do even more... (not If we would have more funding ...)

Mixed conditionals

We can sometimes vary conditionals by mixing the tenses:

if + past tense, would have + past participle
 If it wasn't so expensive, we would have opened many more safari parks around the country. (= it is very expensive, so we didn't open any more)

14 Conditionals

if + past perfect, would + bare infinitive
 If game reserves had been set up earlier, there would now be fewer animals in danger ... (= game reserves were not set up earlier, so more animals are in danger)

In formal contexts we can use were instead of was in the if-clause:

If it were not for zoos, most people would never see wild animals. or less formally If it was not for ...

We prefer to use were in the expression If I were you ... for giving advice.

We can use if ... were + to-infinitive rather than if + past simple to talk about imaginary future situations: If the government were to ban zoos, it would put captive breeding programmes at risk, or If the government banned zoos ...

We don't usually use this pattern with state verbs (e.g. belong, doubt, know, understand):

If we understood more about animal behaviour we would be in a better position to protect them. (not If we were to understand more about ...)

2.2 If ... not and unless

START POINT

In real conditional sentences, we can often use either unless or if ... not when the meaning is 'except if':

Unless we expand captive breeding, many more animals will die out or If we don't expand ...

We usually use if ... not instead of unless:

- when we say in the main clause that an event or action in the if-clause is unexpected:
 I'll be surprised if we don't get permission to build the zoo.
- usually in questions:

How will children learn about wild animals if they don't see them in zoos?

- when the meaning is similar to 'because ... not' rather than 'except if':
 If developing countries don't have the money to establish nature reserves, more developed countries must offer help.
- in unreal conditional sentences:
 If we didn't have zoos, most people would never see wild animals.

We use unless instead of if ... not when we introduce an afterthought:

We must have zoos if we want children to learn more about wild animals – unless their parents are rich enough to go on holiday to Africa, of course.

2.3 Even if and even though

We can use even if to mean 'whether or not' and even though to mean 'despite the fact that':

Even if wild animals are born in a zoo, it is still cruel to keep them in a small enclosure. (= whether or not animals are born in a zoo)

Even though they say they are concerned about the welfare of animals, they are still businesses mainly out to make a profit. (= despite the fact that they say they are concerned)

2.4 If only and wish

We can use if only / wish + past simple to say that we want a present situation to be different, and if only / wish + past perfect to say that we regret a past event:

I wish the situation was/were different. or If only the situation was/were different.

If only we had acted sooner. or I wish we had acted sooner.

We can use if only / wish + would to criticise someone, to say that we want someone to change their behaviour or that we want something to change:

I wish Nadia Muller and the people in Save the Animals would read the scientific research ...

We can't say I wish I would ...:

I wish I worked in a zoo. or I wish I could work in a zoo. (not I wish I would work ...)

2.5 Other conditional expressions

A number of other expressions are used at the beginning of conditional clauses:

I'm all in favour of safari parks provided (that) / providing (that) the animals are well looked after.

So long as / As long as developed countries put money into these reserves, species will be preserved.

I'm willing to support the proposal on condition that animals are kept in large enclosures.

In the event of the alarm sounding, visitors should leave the zoo by the nearest exit.

Supposing the proposal is rejected, what will you do then?

An alarm will sound in case of animals escaping from the safari park.

We must protect natural habitats, otherwise more animals will become extinct.

But for the existence of zoos, many people would never have seen wild animals.

Grammar exercises

3.1 Underline the correct answer(s) in (b) to make a second sentence with a meaning as close as possible to the sentence in (a).

- 1 a With a student card you can get a discount at the bookshop.
 - b If you will have / have a student card you can get a discount at the bookshop.
- 2 a I didn't know you were a vegetarian, otherwise I wouldn't have cooked lamb.
 - b If I know / had known you were a vegetarian, I wouldn't have cooked lamb for dinner.
- a By using more efficient light bulbs, there could be a 5% reduction in electricity consumption.
 - b If we used / have used more efficient light bulbs, there could be a 5% reduction in electricity consumption.
- 4 a You can borrow my e-reader as long as you promise to bring it back soon.
 - b If you promise / promised to bring it back soon, you can borrow my e-reader.
- 5 a I don't have a reliable car, so I probably won't drive to France.
 - b If I had / have a reliable car I will / would probably drive to France.
- 6 a I wasn't promoted, so I didn't have to move to our head office in Madrid.
 - b If I am promoted / had been promoted, I had to / would have had to move to our head office in Madrid.
- 7 a You'll have to leave the house by 7.00 to catch the 8.30 train.
 - b If you leave / will leave the house by 7.00, you will be able to catch / are able to catch the 8.30 train.
- 8 a I didn't study hard, and that's why I have such a poorly paid job now.
 - b If I studied / had studied harder, I won't have / wouldn't have such a poorly paid job now.

3.2 Complete the sentences using a word or phrase in the box and the verb in brackets.

| 0 | annoyed. (know) | | | | |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| | It's so cold, it would be surprising | | | | |
| | She didn't seem at all tired | | | | • |
| 4 | I haven't lost any weight | | | | |
| 5 | it country. (rain) | _soon, there | will still be w | ater rationing in t | his part of the |
| 5 | I could pick you up at about eight, and to go on your own, | of course. (pre | efer) | | |
| 7 | a buyer the week. (can) | be fou | nd for the co | ompany, it is likely | to close by the end of |
| 3 | The latest opinion poll suggests that _ ruling party would again have a huge n | | the elect | ion | to be held today, th |
| | n the event of on condition that but | | TENER N. ST. L. | otherwise | |
| L | I'll be in my office just before the exam | 1 | | | a ten-mile zone around |
| | | | the nu | ıclear power stati | on. |
| | I'll be in my office just before the exam Aid must reach the refugees before the rainy season starts. | | the nu | ıclear power stati | |
| 2 | Aid must reach the refugees before the | | b the tra | ıclear power stati | on. |
| 2 | Aid must reach the refugees before the rainy season starts. The demonstrators arrested were allow | red | b the tra | iclear power stati affic isn't too heav | on. /y on the motorway. |
| 3 | Aid must reach the refugees before the rainy season starts. The demonstrators arrested were allow to go free Car airbags were designed to prevent of | red | b the tra | iclear power stati affic isn't too heav I-on collision. e has any last-mir | on. /y on the motorway. |
| 2 | Aid must reach the refugees before the rainy season starts. The demonstrators arrested were allow to go free Car airbags were designed to prevent cinjuries to the driver He would have gone on working until h | red | the nub the trace c a head anyon e his po | iclear power stati affic isn't too heav I-on collision. e has any last-mir | on. yy on the motorway. nute questions. |
| | Aid must reach the refugees before the rainy season starts. The demonstrators arrested were allow to go free Car airbags were designed to prevent conjuries to the driver He would have gone on working until he was 65 | hest ne | the nub the trace c a head anyon e his po | aclear power stati affic isn't too heav d-on collision. e has any last-mir or health. thousands will di | on. yy on the motorway. nute questions. |
| 2 | Aid must reach the refugees before the rainy season starts. The demonstrators arrested were allow to go free Car airbags were designed to prevent cinjuries to the driver He would have gone on working until hwas 65 We should get to the airport by 5.00 | hest ne | the nub the trace c a head anyon e his po | aclear power stati affic isn't too heav d-on collision. e has any last-mir or health. thousands will di | on. yy on the motorway. nute questions. |
| 2 | Aid must reach the refugees before the rainy season starts. The demonstrators arrested were allow to go free Car airbags were designed to prevent cinjuries to the driver He would have gone on working until hwas 65 We should get to the airport by 5.00 | hest ne exam in cas | the nub the trace caheac danyon ehis po f many eanyone he | affic isn't too heaven affic isn't too heaven affic isn't too heaven affic isn't too heaven as any last-mire | on. yy on the motorway. nute questions. |
| 3 | Aid must reach the refugees before the rainy season starts. The demonstrators arrested were allow to go free Car airbags were designed to prevent cinjuries to the driver He would have gone on working until hwas 65 We should get to the airport by 5.00 I'll be in my office just before the | hest ne exam in cas | the nub the trace caheac danyon ehis po f many eanyone he | affic isn't too heaven affic isn't too heaven affic isn't too heaven affic isn't too heaven as any last-mire | on. yy on the motorway. nute questions. |
| 2 | Aid must reach the refugees before the rainy season starts. The demonstrators arrested were allow to go free Car airbags were designed to prevent cinjuries to the driver He would have gone on working until hwas 65 We should get to the airport by 5.00 I'll be in my office just before the | hest ne exam in cas | the nub the trace caheac danyon ehis poof many eanyone he | affic isn't too heaven affic isn't too heaven affic isn't too heaven affic isn't too heaven as any last-mire | on. yy on the motorway. nute questions. |

3.4 Choose the correct verb forms in these conversations. Sometimes both are possible.

A

- A: I feel terrible.
- B: Well, if you (1) will stay / stay out until three in the morning, what do you expect?
- A: I don't think I'll go to school today.
- B: But supposing they (2) phone / would phone to find out where you are? What shall I tell them?
- A: Okay, I'll go if it (3) will make / makes you happy.

R

- A: Grandad, before you blow out the candles, you've got to make a wish.
- B: Well, I wish I (1) had bought / would have bought a house with a smaller garden. It's a lot of hard work to look after it.
- A: And what else are you going to wish for?
- B: I wish I (2) have / had more energy to play with my grandchildren.
- A: And anything else?
- B: I suppose I wish I (3) was / would be a young man again.
- A: And have you got any more wishes?
- B: Yes, I wish you (4) stopped / would stop asking me questions and let me eat my birthday cake!

Exam practice

Listening Part 4

18 You will hear five short extracts in which people are talking about cooking. While you listen you must complete both tasks.

TASK ONE

For questions 1 - 5, choose from the list (A - H) the person who is speaking.

- 1 a nurse Speaker 1
- 2 В a retired person Speaker 2
- 3 C a student Speaker 3
- an author 4 D Speaker 4
- E Speaker 5 5 a lawyer
- a teacher
- a lorry driver
- an unemployed person

TASK TWO

A

For questions 6 - 10, choose from the list (A - H) what each speaker is expressing.

- admiration for people who can cook well Speaker 1 6
- 7 В a pride in their cooking ability Speaker 2
- 8 C a reluctance to cook Speaker 3
- 9 a criticism of current trends in cooking Speaker 4 D
- E a desire to learn to cook Speaker 5 10
- F a wish to try food from other countries
- G an awareness of their poor diet
- a dislike of unfamiliar food



Participle, to-infinitive and reduced clauses

Participle clauses including present participle (-ing) clauses, past participle (-ed) clauses, participle clauses after conjunctions and prepositions, to-infinitive clauses, reduced clauses

Context listening

1.11 219 Sam Green has taken three months off work to do a sponsored walk through Italy raising money for charity. Each week he sends an article to his company for its newsletter. Listen to two of his colleagues talking about Sam's latest article. Which of the problems does Sam talk about?



Listen again and complete the sentences with the exact words Sam uses.

| 1 _ | Having fallen over | _a number of times, I was feeling thoroughly miserable. |
|-----|--------------------|--------------------------------------------------------------------------------|
| 2 _ | | by a difficult few days, I was only interested in finding a bed for the night. |
| 3 _ | | Naples, I bought yet more walking socks. |
| 4 _ | | the sprawl of the city behind me, I walked up into the hills. |
| 5 _ | | my sleeping bag, I discovered a scorpion. |
| 6 _ | | by a scratching sound, I found a large rat trying to get into my backpack. |

Grammar

2.1 Participle clauses: general

START POINT

Walking into each village, I was met by a pack of unfriendly dogs.

Found mainly in the south of the country, scorpions in Italy can give a nasty bite but are rarely dangerous. Having spent a couple of hours exploring Amalfi, I'm now ready for an excellent Italian dinner.

Participle clauses are more common in writing, and are often used to express ideas in an economical way.

A participle usually refers to the subject of the main clause:

Snarling aggressively, the dogs were pretty terrifying at first. (= the dogs were snarling and the dogs were pretty terrifying)

We avoid using a participle clause when the subjects are different: Snarling aggressively, I kept away from the dogs. In this example, the writer is trying to say that the dogs were snarling and he kept away from them. However, it sounds as if he was snarling! The more accurate alternative is: The dogs were snarling aggressively, so I kept away from them.

In formal English, a participle clause can sometimes have its own subject, which is often a pronoun or a noun phrase including a pronoun:

Scorpions in North Africa, **some measuring** up to 20 centimetres, can kill adults. (Scorpions in North Africa = subject of the main clause; some = subject of the participle)

When we use not in a participle clause it usually comes before the participle:

Not wanting to carry my backpack any further, I went to the first hotel I came across.

2.2 Present participle (-ing) clauses

We can use a present participle clause to talk about something that takes place at the same time as, or just before, an action in the main clause:

Opening up my sleeping bag, I discovered a scorpion.

A present participle clause can be used to give background information:

Living mainly in warm climates, scorpions have existed for over 400 million years.

and after quoted speech, to say what someone was doing while they were talking:

'Wait for me here,' said Frank, running out of the house.

Present participle clauses can also be used to talk about a reason or result:

Arriving in Amalfi early in the afternoon, I had time to look around the town. (= because I arrived in Amalfi early in the afternoon)

2.3 Past participle (-ed) clauses

We can use a past participle clause to talk about reasons and conditions:

Made from the softest leather imaginable, they are as comfortable as a pair of slippers. (reason = because they are made from the softest leather imaginable)

Sold in Britain, the boots would have cost a lot more. (condition = if they were sold in Britain)

Past participles combine with forms of be and have to create passives and perfect forms:

Having fallen over a number of times, I was feeling thoroughly miserable. (= I was feeling thoroughly miserable because I had fallen over a number of times)

We can use either having + -ed or a present participle with a similar meaning to describe events that follow one after another. However, having + -ed emphasises that the action in the participle clause is complete before the action in the main clause begins:

Having climbed to the top of the hill, I could see all the way to the Mediterranean. **or Climbing** to the top of the hill, ...

Being made so welcome at the hotel, I was reluctant to leave. (= because I was made so welcome)

Having been woken up by a scratching sound, I found a large rat trying to get into my backpack. (= after I had been woken up)

2.4 Participle clauses after conjunctions and prepositions

We can use a present participle clause after a number of conjunctions and prepositions, including: after, before, by, in, on, since, when, while, with, without, unless, until:

Before leaving Naples, I bought yet more walking socks. **or less formally Before I left** Naples, I bought yet more walking socks.

We can also use with (or informally what with) to introduce a reason for something in the main clause. Notice that a subject has to come between with and -ing:

With Naples being such a busy city, I was surprised to find a hotel room so easily.

What with sleeping badly, and some very steep hills to walk over, it was quite a relief to get to Amalfi this afternoon. (= because I had slept badly)

In formal contexts we can use a past participle after (al)though, as, if, once, when, while, unless and until:

Walking through Italy was a fantastic experience, but if asked, I'm not sure I'd do it again. Or ... but if I was asked ...

25 To-infinitive clauses

We can use a clause beginning with a to-infinitive to talk about purpose, result or condition:

I walked up into the hills to avoid the long trek around the coast. (= purpose)

I got to the hotel early, only to find that I couldn't check in until later. (= result)

To hear him grumbling last week, you'd think he was about to get on the next flight home. (= if you had heard him grumbling)

2.6 Reduced clauses

We can sometimes use a 'reduced' clause beginning with a conjunction or adjective, but with no verb. Reduced clauses are usually fairly formal:

While in Naples, I did what all visitors do. Or While I was in Naples, ...

Exhausted by my walk, I went straight to bed. or Because I was exhausted ...

Grammar exercises

| | Swimming | strongly, she was able to cross the river in just a few minutes. (She swam strongly.) |
|-------------|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | in oil, Colin got out from under the car. (He was covered in oil.) |
| | | in Latin, the two letters were sent in 1406 to the French king. (They were written in Latin |
| | | them twice this year already, Bayern Munich are favourites to win again against Real two beaten them twice this year already.) |
| | | how to use the software, I found it easy to design my own website. (I was shown how to |
| usc | 5.0 | eaten anything for hours, I was starting to feel a bit faint. (I hadn't eaten anything for hour |
| | | her glasses, she began to read her speech. (She put on her glasses.) |
| | | Portuguese, I found travelling in Brazil difficult. (I can't speak Portuguese.) |
| | and I or and wa | nile I was in London I just had to go to the British Museum. There's so much to see nly had time to spend a few hours there. First, I went to the collection of clocks tches. (2) When I saw the pocket watches, I was reminded of the old watch my ther used to wear. I don't think I ever saw him without it. Then I went to the Money |
| | and I or and wa grandfa Gallery 2,000 y for so r | hile I was in London I just had to go to the British Museum. There's so much to see only had time to spend a few hours there. First, I went to the collection of clocks taches. (2) When I saw the pocket watches, I was reminded of the old watch my ther used to wear. I don't think I ever saw him without it. Then I went to the Money They've got an incredible collection of coins, (3) and some of them are over ears old. Next stop was the Chinese collection. (4) Because I'd lived in Hong Kong many years, I was very interested in this. Some of the jade objects were stunning. |
| | and I or and wa grandfa Gallery. 2,000 y for so r (5) After Unfortu whole r very difa a bird's of the bath (10) | hile I was in London I just had to go to the British Museum. There's so much to see may had time to spend a few hours there. First, I went to the collection of clocks toches. (2) When I saw the pocket watches, I was reminded of the old watch my ther used to wear. I don't think I ever saw him without it. Then I went to the Money They've got an incredible collection of coins, (3) and some of them are over ears old. Next stop was the Chinese collection. (4) Because I'd lived in Hong Kong |
| Whi | and I or and wa grandfa Gallery. 2,000 y for so r (5) After Unfortu whole r very difa a bird's of the bath (10) | nile I was in London I just had to go to the British Museum. There's so much to see may had time to spend a few hours there. First, I went to the collection of clocks toches. (2) When I saw the pocket watches, I was reminded of the old watch my there used to wear. I don't think I ever saw him without it. Then I went to the Money They've got an incredible collection of coins, (3) and some of them are over ears old. Next stop was the Chinese collection. (4) Because I'd lived in Hong Kong many years, I was very interested in this. Some of the jade objects were stunning. Let I looked at the Chinese collection, I had hoped to see the Mexican collection. Lanately, (6) when I got there I found that it was closed. (7) Because I'd spent the morning walking around the museum, I decided that I wanted to do something ferent in the afternoon. So I went to the London Eye (8) in order that I could get heye view of the city. (9) When they are looked at from the top of the Eye, some objects buildings appear quite small — even St Paul's Cathedral, across the river. After (10) because I was tired from all the walking, I went back to my hotel room and slept huple of hours (11) before I went out to have dinner. |
| √ hi | and I or and wa grandfa Gallery. 2,000 y for so r (5) Afta Unforta whole r very difa a bird's of the b that, (II for a co | nile I was in London I just had to go to the British Museum. There's so much to see may had time to spend a few hours there. First, I went to the collection of clocks to thes. (2) When I saw the pocket watches, I was reminded of the old watch my ther used to wear. I don't think I ever saw him without it. Then I went to the Money They've got an incredible collection of coins, (3) and some of them are over ears old. Next stop was the Chinese collection. (4) Because I'd lived in Hong Kong many years, I was very interested in this. Some of the jade objects were stunning. Let I looked at the Chinese collection, I had hoped to see the Mexican collection. Lanately, (6) when I got there I found that it was closed. (7) Because I'd spent the morning walking around the museum, I decided that I wanted to do something ferent in the afternoon. So I went to the London Eye (8) in order that I could get eye view of the city. (9) When they are looked at from the top of the Eye, some biggest buildings appear quite small — even St Paul's Cathedral, across the river. After (1) because I was tired from all the walking, I went back to my hotel room and slept suple of hours (11) before I went out to have dinner. |
| \hi. | and I or and wa grandfa Gallery. 2,000 y for so r (5) Afta Unforta whole r very difa a bird's of the b that, (II for a co | nile I was in London I just had to go to the British Museum. There's so much to see may had time to spend a few hours there. First, I went to the collection of clocks to thes. (2) When I saw the pocket watches, I was reminded of the old watch my there used to wear. I don't think I ever saw him without it. Then I went to the Money They've got an incredible collection of coins, (3) and some of them are over ears old. Next stop was the Chinese collection. (4) Because I'd lived in Hong Kong many years, I was very interested in this. Some of the jade objects were stunning. Let I looked at the Chinese collection, I had hoped to see the Mexican collection. Lanately, (6) when I got there I found that it was closed. (7) Because I'd spent the morning walking around the museum, I decided that I wanted to do something ferent in the afternoon. So I went to the London Eye (8) in order that I could get eye view of the city. (9) When they are looked at from the top of the Eye, some biggest buildings appear quite small — even St Paul's Cathedral, across the river. After (11) because I was tired from all the walking, I went back to my hotel room and slept suple of hours (11) before I went out to have dinner. |

| | In these sentences, is the subject of the participle and the main clause the same (S) or different (D)? is different, think about how you could rewrite the sentence correctly. |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Painted bright yellow, I could see the signs clearly from a distance. |
| 2 | Hearing a noise from one of the bedrooms, I quietly climbed upstairs |
| 3 | Laughing at her new hat, Jing looked really angry with me |
| 4 | Kept in the fridge, the cheese should stay fresh for weeks |
| 5 | Holding her umbrella tightly, she went out into the storm. |
| 6 | Talking to each other in the library, I asked them to keep quiet |
| 7 | Caught in traps put on the riverbed at night, many fishermen depend on crayfish for their livelihood. |
| 8 | Worried that Zahira hadn't arrived, I decided to phone her home. |
| 1 | Because the signs were painted bright yellow I could see them clearly from a distance. |
| 1 2 | though before if once since while with without unless until Unless otherwise stated, all software contained on the CD is for demonstration purposes only. (state) my book on the European Union, I interviewed more than a hundred members of the |
| | European Parliament. (research) |
| 3 | no longer in the day-to-day running of the business, Mr Chen retains a keen interest in its development. (involve) |
| A | Defence Minister, he was head of the army for five years. (make) |
| 4 | her parents, she took their car and drove into town. When they found out, they were |
| 5 | furious. (ask) |
| 6 | Not school had anyone told me to 'sit down and be quiet'. (leave) |
| 7 | The virus doesn't have serious effects, but it remains in the body for life. (catch) |
| 8 | the wind hurricane force, ships have been advised to head for |
| | land. (reach) |
| 9 | I slept deeply by a fire engine going past the house. (wake) |
| 10 | guilty, she could face ten years in prison. (find) |

Exam practice

Reading and Use of English Part 3

For questions 1 – 8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

| | Water: a precious resource | | |
|--------------------------|------------------------------------------------------|---------|---|
| Access to a clean, | (0) water supply is essential to our | RELY | |
| survival. (1) | over 70 percent of the earth's surface, | COVER | |
| water is apparently | (2) But in fact, less than | PLENTY | |
| 1 percent of all the | water on earth is accessible for human use in lakes, | | |
| rivers and reservoir | rs. (3) by rain and snowfall, this | NEW | |
| water supply is ava | uilable to us as a finite but (4) | SUSTAIN | |
| resource. As the de | emand for access to this limited supply increases, | | |
| it is thought that as | many as 3.5 billion people could experience water | | |
| (5) | by 2025. A worldwide water management plan | SHORT | |
| is vital. An internation | onal campaign must be introduced both to raise | | |
| public (6) | of the importance of conserving and | AWARE | |
| (7) | this precious resource. Furthermore, | CYCLE | • |
| industry and agricu | lture must be made to reduce their water | | |
| (8) | . Only in this way can water-related | CONSUME | |
| international conflic | ts be avoided | | |

16 Noun clauses

That-noun clauses; wh-noun clauses; whether and if

Context listening

1.1 You are going to hear Joe Simpson, head of the Norton Wildlife Trust (NWT), encouraging some residents of Norton to volunteer for projects. Before you listen, look at these pictures and identify the activities.

| of | of Norton to volunteer for projects. Before you listen, look at these pictures and identify the activities. | | | | | | | |
|-----|-------------------------------------------------------------------------------------------------------------|-----------------------------------------|------------------------------------|--|--|--|--|--|
| 1 | | NWT Page 99 ell | 3 | | | | | |
| 100 | | 5 | 6 | | | | | |
| 1 | 1.2 20 Listen to the talk. WI | nich of the activities are mentioned? | | | | | | |
| 4 | | | | | | | | |
| 1 | Listen again and deci | de whether these statements are true | (T) or false (F). | | | | | |
| 1 | The NWT owns Norton Marsh | T | | | | | | |
| 2 | Broadstone Park is now a wildern | ess | | | | | | |
| 3 | The NWT gets its money from the Montague family. | | | | | | | |
| 4 | Initially, the most important task | is clearing overgrown plants and trees. | | | | | | |
| 5 | NWT volunteers are invited to ba | rbecues. | | | | | | |
| 6 | One of the jobs that volunteers ca | an do is publicise the NWT | | | | | | |
| 7 | Only members of the NWT can w | ork on the project. | | | | | | |
| 8 | The NWT was given the Marsh by | Mr Reynold's brother. | | | | | | |
| 9 | Volunteers can usually get a lift to | the Marsh | | | | | | |
| 1 | | | | | | | | |
| 1 | | plete these extracts with the words y | | | | | | |
| 1 | | , and we organis | | | | | | |
| 2 | | | | | | | | |
| 3 | Nine o'clock is | | , on Saturday and Sunday mornings. | | | | | |
| 4 | Just come along to the Marsh and | we'll show you | | | | | | |
| 5 | Can I ask | | ? | | | | | |
| | | | | | | | | |

1.5 Look at your answers to 1.4. What words begin each clause you have written?

Grammar

START POINT

What you've told us is very interesting. (= The information is very interesting.)

You've probably also heard that the Marsh has been given to the NWT to look after. (= You've probably also heard this report.)

Nine o'clock is when we usually meet. (= Nine o'clock is our usual meeting time.)

A noun clause functions in a sentence in a similar way to a noun (e.g. information, report) or noun phrase (e.g. our usual meeting time). Noun clauses usually begin with that or a wh-word (e.g. what, when, where, which, who, why; also whether, whatever, how).

2.1 That-noun clauses

In informal contexts we often leave out that at the beginning of a that-noun clause:

It's also good to know that they're helping the environment. Or ... to know they're helping ... I can guarantee that you'll make a lot of new friends. Or I can guarantee you'll make ...

We usually use the fact that (rather than that):

when the noun clause is subject:

The fact that you're not a member of the trust makes no difference. (rather than That you're not a member of the trust makes no difference.)

after a preposition or after verbs such as change, face (up to) and overlook:

We have to face (up to) the fact that we don't have enough resources at the moment.

We can often use words like argument, assumption, belief, claim, idea, notion and view instead of fact:

The idea that it's all hard work is just wrong.

2.2 Wh-noun clauses

When a wh-noun clause follows certain nouns (e.g. example, problem), we often have to include of before the wh-word:

We'd like to follow the example of what they've done at Broadstone Park.

Some verbs (e.g. advise, teach) must have an object before the wh-word:

I'll be happy to advise you when to come.

Noun clauses beginning how are commonly used after certain verbs (e.g. decide, know):

It's entirely up to you to decide how much time you can give.

We can use a wh-noun clause, but not a that-noun clause, after a preposition:

If you've got any questions **about what I've said so far**, I'd be happy to answer them. (not ... about that I've said so far ...)

We can also use noun clauses beginning with whatever (= anything, or it doesn't matter what), whoever (= the person/group who, or any person/group who) or whichever (= one thing or person from a limited number) to talk about things, people or times that are indefinite or unknown:

We will be very grateful for whatever time people can spare.

You can phone whoever is in charge of arranging lifts on the weekend you want to come.

Rather than a wh-noun clause, we can often use a noun or pronoun which has a meaning related to the wh-word:

Why most people volunteer is that they want fresh air and exercise. Or The reason (why khat) most people volunteer

Clearing the vegetation is **what** is urgently needed. **or** Clearing the vegetation is **something which/that** is urgently needed.

Other words used in this way include the place (rather than where), the time (rather than when), the way (rather than how) and somebody/someone (rather than who).

2.3 Whether and if

We can use whether as the wh-word in a noun clause when we talk about possible choices. Whether has a similar meaning to if:

I can't remember whether it runs on Sundays.

Notice the difference between sentences with whether- and that-noun clauses:

I didn't know whether/if the bus service has been cancelled. (= it may or may not have been cancelled)
I didn't know that the bus service had been cancelled. (= it was cancelled; now I know)

In more formal contexts, particularly in writing, we can use as to with a meaning similar to 'about' or 'concerning' before a whether-noun clause:

There was some debate as to whether he could legally give us the land.

We use whether, not if:

before or not:

I don't know whether or not I'd be able to come on a regular basis.

However

I don't know whether/if I'd be able to come on a regular basis or not.

before a to-infinitive:

I can't make up my mind whether to help on Saturdays or Sundays.

usually after a preposition, and also after the verbs advise, choose, consider, debate, discuss, enquire, question:
 You can think about whether you'd like to be involved.
 You can choose whether you want to work indoors or outdoors.

in a clause acting as a subject or complement:

Whether you help with the outdoor or indoor work depends on you. (= subject)

What I'm not clear about is whether we can get a lift to the reserve. (= complement)

Grammar exercises

3.1 Read these comments by a resident, a fire officer and a climate change expert about a recent flood. Complete each text with that or the fact that.

| | | | flooding this bad would happen again, but as the river |
|----------------------------------|---------------|----------------|------------------------------------------------------------|
| level rose, we had to face up t | | | |
| service. (3) | it's been r | raining heavi | ly here for five days should have meant that they were |
| better prepared to help us. | | | |
| Fire officer: I really feel (4)_ | | some | of the criticisms of my fire officers are unfair, although |
| (5)today | is a public l | holiday did r | nean that many of our staff weren't here to help with the |
| | | | they might have to evacuate their houses |
| with little notice, and the diff | iculty in ev | acuating ne | ople from their houses wasn't helped by |
| (7) they w | anted to ta | ake large am | ounts of personal belongings with them. |
| Climate change expert: We o | an't ignore | (8) | climate change is going to increase the risk of |
| flooding, and a number of stu | idies have s | suggested (9 |) winter river levels throughout the |
| country will be much higher t | than in the | past Unfort | runately, the situation in this area is complicated by |
| | | | down on the hills around here and rainwater flows more |
| | | |)serious flooding could now happen |
| here every winter | ies a leal p | ossibility (11 | serious flooding could now nappen |

3.2 Read this extract from the blog of an American woman living in Paris. Complete the text using a word from Box A and a phrase from Box B.

| how what whether whoever | if when whichever why | the way where who | the light shines through the cathedral was built designed the cathedral direction you approach conditions were like for t the building materials ca | t he builder | I'd make it to take a guided tour they managed to do that i t was built there s wrote that |
|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Charter the later (3) around the coope (8) winder patter and n (10) climb magn | res is very flat. Indscape from (Id on my own. E Ient! She talked Ient! | That's probab 2) of But this time I d a lot about (4 ever understa is; v the stonema I some. I was so edral floor. Af entioned the ' et imes when as certainly we | . Some of the storm of (6) | was built wasn't su dependent really glat it wa e was trai ase days a ne also ga ard life. I t my guide ver, so off r me it wa the top, bi | there . It dominates are to and like to wander d I did – the guide was as begun before 1200 – ansported from hundreds architecture was a verus some idea of thought the stained-glass and creates abook I went. But as a long, exhausting . The ut be warned! |
| Mr Kato difficult | A reference and the second | managing dire | ector, and it will be a | a | is sitting in it. |
| I must h | ave that paintin | g, and will pay | | b | side they are on. |
| The poli | ce have said tha | t to protect th | ne public they will take | c wh | oever replaces him. |
| I've bou | ght this armcha | ir that adjusts | itself to the body shape of | d | action is necessary. |
| We've g | ot lots of cakes, | so just choose | | е | it costs. |
| At the fi | irst modern Oly | mpic games in | 1896, athletes could wear | f | comes first. |
| Houses | next to the river | r are at risk of 1 | looding, | g | one you like the look o |
| Both the | | 1 /7 | nto town, so get on | h | they wanted to. |

3.4 Complete the sentences using the notes in brackets and where, what, when, why or how. Add any ther words necessary.

| 1 | Our Maths teacher made the exam quite easy for us. In our last lesson he gave us some (1) <u>examples of what would</u> (examples / would) be in the paper, and he | | | | | | | |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------|--|--|--|--|--|
| | (2) | | pei, and ne | | | | | |
| 2 | A: There's a job advert here for a train driver. Do you think I should go for it? | | | | | | | |
| | B: But (3) | (know / to drive) a train | ? | | | | | |
| | A: No, but I'm sure they'll be able application form. | (4) | (teach / to do). I might send for an | | | | | |
| 3 | When I got to hospital, a nurse too I was very anxious (6) | | en / next) and (showed / to sit). | | | | | |
| | (7) | (asked / the doctor) would be co | oming. | | | | | |
| 4 | A: Remember (8)were stolen? | (time / were) in l | London and our wallets and train tickets | | | | | |
| | B: I certainly do. Then we had (9) without tickets or money. | | (problem / to get back) to Manchester | | | | | |
| | | (reason / mention) now is to paper. He's wanted for robbing | hat the man who gave us the money to get ; a bank! | | | | | |

Exam practice

Reading and Use of English Part 1

For questions 1 – 8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

| | | | | Homev | vork: ho | w useful is it? | | |
|------|-------|-----------------|-----------|----------------------|-----------|--------------------|------------|--------------------------------|
| Но | mew | ork is an (0) | B pa | rt of school life in | most co | ountries around | the world | I. However, there is still |
| cor | nside | erable debate a | mong te | achers about (1) | | homework has a | significa | ant educational value. On the |
| one | e sid | e are those who | o (2) | that it takes | too muc | h time away fror | n other n | nore useful activities. On the |
| oth | er a | re those who se | e home | work as reinforci | ng schoo | ol lessons so tha | t concep | ots will not be forgotten. |
| (3) | _ | is often neg | lected in | this debate is th | ne role o | f parental involve | ement an | d (4) or not the |
| chi | ld's | home provides | support | for effective hom | nework. I | Parents in low-in | come fa | milies often don't have the |
| tim | e to | make homewo | rk a prio | rity or aren't able | to affor | d a computer or | addition | al books. (5)money |
| the | y ha | ve goes on the | basic ne | ecessities of life - | - accom | modation, food, | clothing | and heating. However, the |
| (6) | _ | that only mi | ddle-cla | ss parents suppo | ort their | children's educa | tion is qu | uite obviously wrong. Not |
| (7) | | well-to-do p | arents g | give the support t | they sho | uld, and some p | arents liv | ring in the most impoverished |
| circ | ums | stances (8) | find | the time and ene | rgy to in | volve themselve | s in their | children's homework. |
| • | | ingrained | В | established | _ | allawad | | a a suptament |
| 0 | A | ingrained | В | established | С | allowed | D | accustomed |
| 1 | A | if | В | that | С | whether | D | supposing |
| 2 | A | tell | В | describe | С | claim | D | inform |
| 3 | A | Whatever | В | Which | С | That | D | What |
| 4 | A | whether | В | why | С | whatever | D | if |
| 5 | A | Whichever | В | That | С | Whatever | D | Which |
| 6 | A | fact | В | concept | С | idea | D | reason |
| 7 | A | each | В | all | С | any | D | every |
| 8 | A | imaginable | В | imagining | С | imagined | D | imagine |

Conjunctions and connectors

Before, hardly, first(ly), however, even so, on the other hand, etc.

Context listening

1.11 Which of these do you think learner drivers find most difficult?

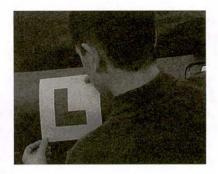
reversing around corners parking

getting into the correct lane

driving at night

overtaking starting on a hill changing gear

using the rear-view mirror



1.2 Listen to Sahar and Claudio talking about their experiences of learning to drive. Which of the things in 1.1 were particular problems for them?

| 1 | .3 | Listen again. |
|---|------|----------------------------------------------------------------------------------------------|
| L | In | what order does Sahar mention these advantages of being taught by a professional instructor? |
| | a | he passed on useful tips |
| | b | he was always encouraging |
| | C | he used a dual-control car1 |
| | d | he could tell when she was ready to take her test |
| 2 | In | what order does Claudio mention these advantages of being taught by his mother? |
| | e | she was calm most of the time |
| | f | he got lots of time to practise |
| | g | she knew a quiet place to practise |
| | h | he didn't have to pay for lessons |
| 1 | .4 | What words or phrases are used to connect these ideas? |
| L | l si | talled in the middle of a busy road + my instructor stayed completely cool |

- 2 I had the mirror positioned + I just couldn't judge where the back of the car was _____
- 3 it was disappointing to have replacement instructors + the replacements were patient and helpful
- 4 it's expensive to have driving lessons + I would recommend it
- 5 my mum doesn't have a professional qualification + she has lots of experience _____
- 6 I didn't do anything stupid + she stayed calm _____
- 1 Even if I did something incredibly stupid like stalling in the middle of a busy road, he'd stay completely cool.

Grammar

2.1 Sentence connectors and conjunctions: general

START POINT

My mum used to come and collect me from college in the car and I'd drive home. **What's more**, she'd let me drive when we went shopping.

A sentence connector (e.g. what's more) links one sentence with another.

My mum taught me to drive because I couldn't afford to pay for driving lessons.

A conjunction (e.g. because) links clauses within a single sentence.

To link two clauses, we use only one conjunction, not two:

Although it's expensive having driving lessons, I'd really recommend it. (not Although it's expensive having driving lessons, but I'd really recommend it.)

We usually put a comma between clauses linked by a conjunction:

As long as I didn't do anything stupid, she stayed pretty calm.

However, when because or while (referring to time) begin the second clause in a sentence, we don't need a comma.

Sentence connectors usually come at the beginning of a sentence and less often at the end or in another position. The only ones that can't come at the beginning are too and as well:

You can spend a lot more time practising, as well.

We usually put a comma after a sentence connector at the beginning or end of a sentence:

My mum thought I was ready to take my driving test. However, I failed first time.

When a sentence connector comes elsewhere in a sentence, punctuation is more variable.

There are lots of advantages in having your parents teach you. There's the cost, for instance ...

Sentence connectors can be used to link clauses in a sentence if the clauses are joined with and, but, or, so, or a semi-colon (;), colon (;) or dash (-):

My instructor was very experienced **and, as a result,** he had lots of useful tips to pass on. Having a professional teach you to drive is best; **however**, it can be very expensive.

2.2 Conjunctions: before, until

Sometimes we can use either before or until with little difference in meaning:

She wouldn't let me drive on busy roads before/until I could control the car well.

We use until, not before, when an action continues to a particular time and then stops:

I just carried on having lessons until my instructor said I was ready to take the driving test.

2.3 Conjunctions: hardly, no sooner, scarcely

After hardly and scarcely the second clause usually begins with when or before; after no sooner it begins with than or when:

We'd hardly driven out of our road before we were shouting at each other.

I'd no sooner passed my test than/when my friends started asking me for lifts.

We often use the past perfect in a clause with hardly, no sooner or scarcely and a past simple in the other clause. (See **Unit 21, 2.3** for word order in sentences with hardly, no sooner and scarcely.)

2.4 Sentence connectors: first(ly), at first; last(ly), at last

We use first or firstly to label the first point in a list and last or lastly to label the final point. We use at first to indicate that there is a contrast between two past situations, and at last to show that something happened later than hoped or expected:

Firstly, cars like the one I learnt in have dual controls.

At first, I couldn't get the hang of this at all.

I passed my driving test at last, after taking it five times.

We don't use at last to label the last point in a list:

First, I had to practise starting on a hill ... Finally/Lastly, the instructor made me reverse around a corner. (not At last, the instructor made me reverse ...)

2.5 However

However is often a sentence connector, but can also be used:

- as an adverb when it is followed by an adjective, adverb or much/many:
 My instructor never got annoyed, however badly I was driving. (= despite how badly)
- as a conjunction when it means 'in whatever way':
 However I had the mirror positioned, I just couldn't judge where the back of the car was.

2.6 Even so (sentence connector), even though (conjunction)

Even so has a meaning similar to however. We use it to introduce a fact that is surprising given what has just been said:

He was great and I didn't want to be taught by anyone else. **Even so**, I always found the replacements very patient and helpful.

We use even though to say that a fact doesn't make the rest of the sentence untrue:

Even though she doesn't have a professional qualification, she's got lots of experience to pass on.

2.7 Sentence connectors: on the other hand, on the contrary

We use on the other hand when we compare or contrast two statements. We sometimes introduce the first statement with on the one hand:

It may be that the quality of the tuition is better with a professional driving instructor. **On the other hand**, it's cheaper if your parents teach you. **or On the one hand**, it may be that the quality of the tuition is better with a professional driving instructor. **On the other (hand)**, it's cheaper if your parents teach you.

On the contrary emphasises that we reject the first statement and accept the second:

Some people say that it's more expensive to be taught by a driving instructor than a friend or relative. **On the contrary**, it works out cheaper.

2.8 Prepositions commonly confused with conjunctions and connectors

These are prepositions, and can't be used as conjunctions or sentence connectors:

As well as being calm and patient, he was always very encouraging. (not As well as he was calm ...)

Apart from the cost of insurance, I think it's much better to be taught by your parents. (**not** Apart from the insurance costs were high ...)

I think there's a lot of other good things about having your parents teach you, besides saving money.

(not ... besides you can save money.)

I'd recommend professional driving lessons despite / in spite of the expense.

(not ... despite / in spite of they are expensive.)

The lesson was cancelled **due to** the heavy rain. (not ... due to it was raining heavily.)

We used to stop driving at some point during the lesson, and he would ask me how I felt I'd improved.

(not ... at some point during we were having the lesson ...)

Grammar exercises

1 Amy was on the phone for hours

3.1 Match the items, joining them with the conjunction or sentence connector given. Write either one or two sentences, as appropriate. There may be more than one way of joining the sentences.

a it's a public holiday

| | | | , | |
|-----------|--------------------------------------------------------------------|----------|-----------------------------------|--------------------------------------------------------------|
| 2 | she always finds time to talk to students | b | such a move would be controvers | sial |
| 3 | the restaurant's closed next Monday | C | we got onto the motorway | |
| 4 | he's a seismologist | <u> </u> | I noticed she'd been crying | |
| 5 | tuition fees have been increased | е | he studies earthquakes | |
| 6 | we travelled much faster | f | the number of applications has fa | llen |
| 7 | the government is being urged to build more nuclear power stations | g | his shoes were black | |
| 8 | he was wearing the same clothes as me | h | how busy she is | |
| 1 2 3 4 5 | d Amy was on the phone for hours. Later, I | | | (later) (no matter) (because) (that is to say) (as a result) |
| | | | | |
| 5 | | | | (once) |
| | | | | (once) (however) (except that) |

3.2 Choose the correct word or phrase.

- 1 She isn't very interested in science subjects. On the contrary / On the other hand, she really loves studying history.
- 2 He walked quickly down the corridor before / until he reached the last door.
- 3 My aunt was followed into the room by my two nieces and three nephews. Lastly / At last came my uncle, carrying all the suitcases.
- 4 I knew I had the right qualifications and experience for the job. Even though / Even so, I felt very nervous as I walked in to face the interview panel.
- 5 At college I had only two tutorials a week, but this didn't mean I wasn't busy. On the contrary / On the other hand, I studied at least six days a week.
- 6 Once he'd done the washing up and got the children to bed, Matt sat down in front of the fire. Lastly / At last he had some time to himself.
- 7 Even though / Even so the snow had stopped falling, it was still freezing cold.
- 8 We had no sooner / hardly started driving than the children said, 'Are we there yet?'

Complete the sentences using a word from box A and a phrase from box B. it isn't very heavy she's looking for a new flat in Marketing they get an hour meanwhile there's a power cut we'll have to walk miles to the bridge the weather's bad whereas otherwise I prefer Italian my parents are letting me borrow theirs 1 I'm saving up to buy my own car. Meanwhile, my parents are letting me borrow theirs 2 I always keep some candles in the house _____ 3 My husband adores Chinese food, 4 The boat is made entirely of fibreglass. _ 5 We should be able to wade across the river; 6 Your sister can stay with us 7 The lunch break in the Personnel Department is 30 minutes. We're planning on having a picnic in the park _ 3.4 Complete these extracts from emails. Choose from the words and phrases in the boxes. A although at first because because of despite during even so even though while firstly □ x I'm in Jamaica for a week. (1) Although it's a work visit, I've had a few days free, so I decided to have a go at windsurfing (2) ______ I'm here. I'd never tried it before (3) I'm not a very good swimmer. (4) I found it really difficult to stay upright, but it wasn't long until I was going quite fast. I didn't go far from the beach. until as well as well as before even though hardly in addition in spite of no sooner heavy rain, we've had gale force winds. The weather here is terrible. (1) ___ the bad weather, we're doing a lot of walking. Yesterday was typical. When we got up it was wet - of course - and we decided to wait (3) the rain stopped. The sun came out by midday and we set off for Wicklow Hill. We had started to climb when it began pouring down! (5) the wind was so strong, we were almost blown over. But we still got to the top!

Exam practice

Reading and Use of English Part 6

You are going to read four reviews from a website in which different writers give their views on a book about what the Earth would be like if people disappeared from it. For questions 1 – 4, choose from the reviews A – D. The reviews may be chosen more than once.

The World Without Us

Four reviewers comment on author Alan Weisman's book called The World Without Us.

A

Alan Weisman imagines what the Earth would be like if humans were suddenly and completely wiped out. This starting point ignores the fact that nothing is likely to kill us off completely, at least not without taking a large part of the rest of life with us. Even if a virus appeared with a 99.99 percent kill rate, it would still leave more than enough naturally immune survivors to repopulate the Earth to current levels in 50,000 years. This said, Weisman's book is fascinating, readable and thought-provoking. The mass of scientific evidence of human impact that he compiles is mind-boggling. I did not know, for instance, that there are one billion annual bird deaths from flying into glass in the United States alone; or that graphic designers have been called in to imagine what warnings against approaching nuclear waste containers will be comprehensible 10,000 or more years from now. His solution is a mandatory one-child limit for all families worldwide. Radical, but undoubtedly necessary, as he convincingly argues.

В

Alan Weisman's 'thought experiment' in *The World Without Us* is to imagine what the world would be like if every human vanished tomorrow. But he offers no real context for the book, no rationale for exploring this fantasy other than his unsubstantiated belief that people find it fascinating. Perhaps they do, and we might guess their reasons. But none emerges in any compelling way to explain why it is important to know, for instance, that the Great Wall of China will crumble in a few centuries. Much of the book comprises revelations of this kind, but there is little information here that is all that new. If you follow environmental issues, nothing in *The World Without Us* is likely to shock or astound you. The way to avoid the apocalypse, so Weisman believes, is to limit to one child every human female on Earth. However, his draconian solution is only briefly described and comes much too late in the book to be convincing.

C

What Alan Weisman does is imagine what would happen to the world if we were all wiped out. And it is quite understandable, as we learn during the course of this book, to take this as a realistic prospect as we are very, very bad for our own environment. What starts out with promise continues disappointingly. For those well versed in the science of environmental degradation, the book provides numerous anecdotes about our appalling impact on the Earth that sound all too familiar. Personally, I found Weisman's journalistic style increasingly irritating as the book progressed. Is it really necessary to know that his interviewees include a 'curry-haired young director' or someone 'trim and youthful in their early fifties'? His most extreme solution, to limit families to one child, is unrealistic. Although readers might agree that there are too many of us, few will share Weisman's certainty that to trade a child for more birdsong is a good bargain.

Exam practice

D

What would the Earth be like if everyone was killed off by an astronomical event or disease? Such thought experiments are the stuff of Alan Weisman's new book *The World Without Us.* Weisman's argument would be an interesting read if it weren't for the nagging suspicion that there is something rather ludicrous about its very premise: that a world without human beings could possibly matter to us. The themes in Weisman's interviews with people from around the world are familiar. Over-harvesting, over-farming and over-industrialisation are destroying the planet. Unless we change our ways, we are doomed. But there isn't much new evidence to throw into the debate. The book is saved, however, by Weisman's writing. His engaging journalism makes for a gripping fantasy that will make most readers hope that at least some of us can stick around long enough to see how the journey of the human race on our planet turns out.

Which reviewer

| has a different opinion from the others on how relevant Weisman's imagined situation is? | 1 |
|------------------------------------------------------------------------------------------|---|
| supports reviewer A's opinion on Weisman's writing style? | 2 |
| has a different view from the others on the originality of Weisman's evidence? | 3 |
| takes a similar view to reviewer C on Weisman's proposed solution? | 4 |

18 The passive

Using the passive; active and passive verb forms; passive forms of verbs with two objects; get + past participle; get/have + object + past participle

| 0 | | . 10 | | |
|----------------|------------------------|--------------|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| COL | lex | t lis | ten | ıng |
| A STREET WATER | NAME OF TAXABLE PARTY. | Section 1997 | STREET, SQUARE, SQUARE, | about the land of |

| | burglary firearm offences | a STREE | | | ids attacked |
|---|------------------------------------------------------------------------|--------------------------------------------------|--------------------------------------------------------|----------------------|-------------------|
| 3 | street crime | IN CAI | PITAL | in mo | bile thefts |
| | | GUN CONTROLS I | EATLING d | Gang linked to | e VEHICLE THEF |
| | vandalism | SAYS POLICE C | | 500 break-ins | COST £800M |
| 1 | Listen to t | the interview. Which cri | mes are mentioned | 1? | |
| | | | | | |
| | 3 22 Listen aga | in. According to the mir | nister are these sta | toments true (T) or | falso (E)2 |
| | | | | | raise (r): |
| | | victim of crime has faller | | ten years. | |
| | | a new head of the police | | | |
| | | pent a lot of money on C | | | |
| | | ed the Make Amends sch | | country | |
| | | ged now than ten years a | | | |
| | More people sell drug | s now than ten years ago. | | | |
| | The figures in the repo | ort are completely accura | te | | |
| | Violent crime is on the | increase | | | |
| | .4 22 Listen aga | in and complete these e | xtracts with the ex | act words used in th | ne recording. |
| 1 | e the verbs you have w | ritten in an active form | or a passive form? | | |
| r | | hand or hour t | the figures. | | |
| | Yes, indeed, I was delig | ntea when I | | 4 | |
| | Yes, indeed, I was delig This has meant that a than ever before. | much higher proportion | | during t | he last ten years |
| | This has meant that a than ever before. | | of offenders | during t | he last ten years |
| | This has meant that a than ever before. People | much higher proportion | of offenders | during t | he last ten years |
| r | This has meant that a than ever before. People These | much higher proportion less graffiti in city cer | of offenders ntres, for example. street robbers. | | he last ten years |



2.1 Using the passive

START POINT

The government has published a report today. (active: focus on the government)
A report has been published by the government today. (passive: focus on a report)

We often use passive verbs:

- when the agent (the person or thing that performs the action) is not known: My house was broken into only
 last week
- when the agent is 'people in general': The details can be found at the back of the report. (= anyone can find these details)
- when the agent is unimportant, or is obvious: A much higher proportion of offenders have been arrested.
 (= the agent is clearly the police)
- when we don't want to say who the agent is: It may be that some minor mistakes were made in collecting the
 figures. (= she might not want to say who was responsible for the mistakes)
- to describe procedures or processes, focusing on what was done rather than who did it: The figures were
 collected over a ten-year period.
- to avoid repeating the agent in a description or narrative: The police have made good use of CCTV. It's been
 introduced into many city centres. rather than The police have made good use of CCTV. The police have
 introduced it into many city centres.

In informal contexts we often use active sentences with a subject such as people, somebody/someone, something, we, they or you even when we do not know who the agent is. In more formal contexts we often use a passive to avoid mentioning an agent:

People are seeing less graffiti in city centres. or more formally Less graffiti is being seen ...

Some verbs describing states (e.g. have, become, seem) are not usually made passive:

Other countries have a similar policy. (not A similar policy is had by other countries.)

However, other verbs describing states can be passive (e.g. intend, know, own):

Our latest poster campaign is intended to reassure people.

2.2 Active and passive verb forms

Compare these passive forms of active verb patterns.

| Active | Passive |
|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| They started to keep records ten years ago. | Records started to be kept only ten years ago. |
| This figure is expected to fall as they start using new technology to trace stolen phones. | This figure is expected to fall rapidly as new technology starts being used to trace stolen mobiles |
| They made them repair the damage. | People found guilty of vandalism are made to repair the damage they've caused. |
| The police caught them selling drugs. | More people were caught selling drugs. |
| We expect the figure to fall rapidly. We want the crime rate to fall still further. | This figure is expected to fall rapidly. Some verbs in this pattern have no passive: (not The crime rate is wanted to fall still further.) |

18 The passive

Perfect passive forms are also possible: More people claim to have been the victims of crime. More people have been caught selling drugs this year than ever before. This figure is expected to have fallen by next year.

Most passives with modal verbs are formed with modal + be + past participle or modal + have been + past participle:

The reason for this can be found in the huge increase in the number of mobile phones. Some of the fall might have been caused by lower rates of reporting. (past)

2.3 Passive forms of verbs with two objects

START POINT

I was delighted when our crime statistics department gave me the figures. (active)
I was delighted when I was given the figures by our Crime Statistics Department. (passive) or
I was delighted when the figures were given (to) me by our Crime Statistics Department. (passive)
(See Unit 9, 2.1 for more on verbs with two objects.)

Verbs followed by object + complement in the active have one passive form:

Attitudes have changed significantly since Peter Miles was appointed head of the police service.

2.4 Get + past participle; get/have + object + past participle

START POINT

It's true that more people **get mugged** today than they did ten years ago. **or** ... **are mugged** ... People think more carefully about committing a crime if they know they **might get caught**. **or** ... **might be caught**.

Particularly in speech, we can use get + past participle instead of be + past participle.

Get + past participle is most commonly used to talk about unwelcome events (e.g. get mugged), but we can also use it with positive events: When we got elected ten years ago ...

We don't use get + past participle with verbs describing states:

He was known to be a highly effective senior police officer. (not He got known to be ...)

We can use either have + object + past participle or (more informally) get + object + past participle:

- to say that someone arranges for someone else to do something for them:
 Virtually every person in my road has had/got a burglar alarm fitted recently.
- to say that something unexpected, and usually unpleasant, happens to someone:
 | had my TV and stereo taken.
 or very informally | got my TV and stereo taken.

We use a reflexive pronoun with get to suggest that the subject is responsible for their actions.

People will think more carefully if they know they're going to get themselves arrested.

Grammar exercises

3.1 Complete these texts with the appropriate form, active or passive, of the verb.

A

| Acupuncture (1) has | been practised | (practise) in Chi | na for over |
|------------------------------|---------------------|------------------------|----------------------|
| 3,000 years, and today it | | | |
| alongside conventional m | | | |
| (3) | (view) in i | solation. Instead, the | e body and the |
| mind (4) | (eva | luate) together. The | goal of acupuncture |
| (5) | (be) to crea | ate harmony in the b | ody by restoring the |
| flow of Qi (pronounced 'c | hee'). This (6) | | (consider) to |
| be the life force involved i | n all body function | ons. Qi (7) | |
| (collect) in the organs and | i (8) | (tra | wel) through energy |
| channels in the body. Acu | | | |
| that diseases (10) | | (occur) when th | e circulation |
| of Qi (11) | (pr | event), whether by is | njuries, heat, |
| cold or other factors. By a | edirecting the flo | w of Qi, acupunctur | re can |
| (12) | (help) cu | re disease. | |

B

| The first mobile phones (1)_ | (construct) in | |
|------------------------------|------------------------------------------------|--|
| | were not very mobile! They could only | |
| | (use) in cars because the receiver and | |
| | (weigh) over 40 kilos and had to | |
| | (carry) in the boot. But technology | |
| (5) | (advance) so quickly that by the 1990s mobiles | |
| | (hold) in the hand and people talking | |
| | (become) a familiar sight. | |
| | omed mobiles, and in the mid-1990s their use | |
| (8) | (ban) in many schools. Even recent | |
| | (suggest) that prolonged | |
| | obiles might be a health hazard | |
| | (not discourage) their use, and analysts now | |
| | (predict) that by 2025, 95% of all electronic | |
| | (conduct) by mobile phone. | |

18 The passive

| ert | in italics. In some cases, the passive is not possible. |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| - | They paid him a million dollars to appear in the film. |
| | He was paid a million dollars to appear in the film |
| | His name is Robin, but his friends call him Bobby. |
| | His name is Robin, but |
| | Dr Davies demonstrated the procedure to us in the chemistry lab. We |
| | The managing director will announce the news to staff later today. The news |
| | They have offered me a new job in Hungary. |
| | The medical staff have declared the surgery a complete success. The surgery |
| | My English teacher suggested the idea to me. |
| | |
| | My uncle bought me this necklace when he was in Zimbabwe. |
| 3. | My uncle bought me this necklace when he was in Zimbabwe. This necklace Complete the conversations using the pairs of verbs in the box. Use be + past participle, get + increase participle, or hours + (object) + past participle. Add the object in brackets where this is |
| 3. b | This necklace |
| b | Complete the conversations using the pairs of verbs in the box. Use be + past participle, get + ject) + past participle, or have + (object) + past participle. Add the object in brackets where this is plied and give alternatives where possible. On - break into +ob - steal cut - clean wake up - throw out |
| b | Complete the conversations using the pairs of verbs in the box. Use be + past participle, get + ject) + past participle, or have + (object) + past participle. Add the object in brackets where this is plied and give alternatives where possible. In - break into rob - steal cut - clean wake up - throw out A: Did you hear about Natasha? |
| b | Complete the conversations using the pairs of verbs in the box. Use be + past participle, get + ject) + past participle, or have + (object) + past participle. Add the object in brackets where this is plied and give alternatives where possible. In a break into rob - steal cut - clean wake up - throw out A: Did you hear about Natasha? B: What happened? |
| Ь | Complete the conversations using the pairs of verbs in the box. Use be + past participle, get + ject) + past participle, or have + (object) + past participle. Add the object in brackets where this is plied and give alternatives where possible. In - break into rob - steal cut - clean wake up - throw out A: Did you hear about Natasha? B: What happened? A: She was/got robbed on her way to college. |
| B. P | Complete the conversations using the pairs of verbs in the box. Use be + past participle, get + ject) + past participle, or have + (object) + past participle. Add the object in brackets where this is plied and give alternatives where possible. In a break into rob - steal cut - clean wake up - throw out A: Did you hear about Natasha? B: What happened? |
| Ь | Complete the conversations using the pairs of verbs in the box. Use be + past participle, get + ject) + past participle, or have + (object) + past participle. Add the object in brackets where this is plied and give alternatives where possible. In - break into rob - steal cut - clean wake up - throw out A: Did you hear about Natasha? B: What happened? A: She was/got robbed on her way to college. B: No! Is she okay? A: Yes, she's fine, but she (her handbag) A: You're looking tired. |
| В | Complete the conversations using the pairs of verbs in the box. Use be + past participle, get + ject) + past participle, or have + (object) + past participle. Add the object in brackets where this is plied and give alternatives where possible. In - break into rob - steal cut - clean wake up - throw out A: Did you hear about Natasha? B: What happened? A: She was/got robbed on her way to college. B: No! Is she okay? A: Yes, she's fine, but she (her handbag) |
| 3. b p | Complete the conversations using the pairs of verbs in the box. Use be + past participle, get + ject) + past participle, or have + (object) + past participle. Add the object in brackets where this is plied and give alternatives where possible. In - break into rob - steal cut - clean wake up - throw out A: Did you hear about Natasha? B: What happened? A: She was/got robbed on her way to college. B: No! Is she okay? A: Yes, she's fine, but she (her handbag) A: You're looking tired. |
| 3bb | Complete the conversations using the pairs of verbs in the box. Use be + past participle, get + ject) + past participle, or have + (object) + past participle. Add the object in brackets where this is plied and give alternatives where possible. In - break into |
| 3. | Complete the conversations using the pairs of verbs in the box. Use be + past participle, get + ject) + past participle, or have + (object) + past participle. Add the object in brackets where this is plied and give alternatives where possible. In _ break into _ rob _ steal _ cut _ clean _ wake up _ throw out A: Did you hear about Natasha? B: What happened? A: She _ was/got robbed _ on her way to college. B: No! Is she okay? A: Yes, she's fine, but she (her handbag) A: You're looking tired. B: I early by my neighbour's dog. A: Don't they keep it inside at night? |
| 3 | Complete the conversations using the pairs of verbs in the box. Use be + past participle, get + ject) + past participle, or have + (object) + past participle. Add the object in brackets where this is plied and give alternatives where possible. In - break into rob - steal cut - clean wake up - throw out A: Did you hear about Natasha? B: What happened? A: She was/got robbed on her way to college. B: No! Is she okay? A: Yes, she's fine, but she (her handbag) A: You're looking tired. B: I early by my neighbour's dog. A: Don't they keep it inside at night? B: Usually, yes, but I think it must because it was barking so much. |

| 4 | A: What an amazing house! |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | B: It by Jason Norman. You know, the rock singer. |
| | A: I know him, yes. |
| | B: The problem is, he's never there, and it keeps |
| W | .4 Rewrite the underlined part of the sentence using a passive form where possible. If it is not possible, rite 'No passive'. |
| 1 | When they invited Hugo to give the main presentation at the conference he was delighted and wrote immediately to accept. |
| | Hugo was invited to give |
| 2 | During our military training they made us run five kilometres before breakfast. |
| 3 | Ella felt that the pay and conditions at Trimco were unsatisfactory, and many of her colleagues seemed to support her. |
| 4 | We wanted Julia to come to the party. |
| 5 | I still have only a very vague memory of the explosion. I <u>remember someone asking me</u> to leave the building because there was a gas leak, but not much after that. |
| 6 | Although at first the children were frightened by Mr Demir's strictness, after a few weeks most of the children in the class came to like him. |
| 7 | They caught him trying to break into an expensive sports car. |
| 8 | Someone heard her remark that Ben was too old for the job. |
| 9 | Henry performed badly in the last match, and we need him to play better this week. |
| .0 | People expect over 100,000 demonstrators to march through the capital in protest against the government's decision to go to war. |
| | accision to go to man. |

Exam practice

Reading and Use of English Part 7

You are going to read a newspaper article. Six paragraphs have been removed from the article. Choose from the paragraphs **A – G** the one which fits each gap (1 – 6). There is one extra paragraph which you do not need to use.

Alexander McCall Smith: Terrible Orchestra?

Bestselling author Alexander McCall Smith explains why he started a band for useless musicians.

There are two emotions a parent can feel when watching the school orchestra perform. One is pride – the most common emotion in the circumstances – and the other is envy. Wouldn't it have been great fun to be in an orchestra and now ... it's too late. Or is it?

1

These musical islands are full of amateur orchestras, but most of these are really rather good. We wanted something that would cater for those who really were very weak players, those who might have got as far as Grade 4 on their instruments and hovered around that level for years. So we formed the Really Terrible Orchestra in Edinburgh, a city known for having a number of fine amateur orchestras. The name was carefully chosen: what it said was what you would get.

2

Those who joined generally lived up to the name. Some, though, stood out for their musical weakness. One cello player some years ago even had the notes played by the open strings written in pencil on the bridge of the instrument. Another – a clarinetist – had had only three or four lessons and could not go above the middle B flat. He played only the bottom notes, and not very well.

3

Our heads turned, we decided to hold a concert at the Edinburgh Festival Fringe. The important thing about the Fringe is that anybody can perform, with the result that there are always a certain number of appalling performances which attract tiny audiences.

4

The fortunes of the orchestra continued to improve, even if its playing did not. We presumed to make two CDs, which somehow got into the hands of radio stations abroad. We have now been played more than once by the Australian Broadcasting Corporation, by the Canadian Broadcasting Corporation, and by National Public Radio in the United States.

5

Even if the orchestra never gets to New York, that will be enough. Of course New York was where the famous Florence Foster Jenkins would appear, at the Carnegie Hall, and torture her audience with her terrible singing. Perhaps it's ready for an orchestra that will live up to her.

6

Which makes one wonder: what is it that makes people want to listen to a group of extremely bad musicians torturing a piece that most of them cannot play? Is there something about failure and its cheerful acceptance? Whatever it is, there's certainly something quintessentially British about it. And the orchestra does a very fine 'Land of Hope and Glory' – a semitone flat.

Exam practice

- A The response was overwhelming, particularly from clarinettists. I suspect that a very high proportion of the population is exposed to the clarinet at some stage and that British attics are crammed full of forgotten clarinet cases. Many of these were dusted off for the first meeting of the Really Terrible Orchestra, as were various other instruments. We appointed a professional conductor, Richard Neville Towle, a well-known Edinburgh musician and founder of the ensemble Ludus Baroque, and we began to rehearse. The result was cacophony.
- B The Really Terrible Orchestra, however, was an immediate hit. The concert sold out well in advance, as it has done every year since, attracting an audience of more than 500 people, some not actually related to the players.
- C 'We are pretty awful,' admitted one of the bassoonists. There is a very wide range of playing abilities, she added, noting that she herself had only passed Grade 3, the examination normally taken by 11-year-old British schoolchildren.
- D Eight years ago my wife and I decided that we would do something about never having played in the school orchestra. We are both very challenged musicians: at the time she played the flute hesitantly and I played the bassoon extremely incompetently.

- E Now what has become the world's most famous amateur orchestra is about to perform in London. The Cadogan Hall is the site of this imminent musical disaster, and all 800 tickets vanished in a trice.
- F An orchestra needs to perform, and we decided to hold a concert. Wisely, we took the view that the audience should be given a glass of juice, or even more than a glass, before the concert. This assisted their enjoyment and understanding of our idiosyncratic performance. Virtually every piece we played was greeted with shouts of applause and a standing ovation.
- G The orchestra's fame spread. Earlier this year the New York Times, for a mention in which many professional musicians would sell their souls, devoted a quarter of a page to an article about the Really Terrible Orchestra. A few days after the appearance of the article the orchestra's chairman, Peter Stevenson, received an approach from the same New York impresario who had first taken the Beatles to the US.

19 Reporting

Structures in the reported clause: that-clause, to-infinitive and -ing; verb tenses in reporting; modal verbs in reporting; reporting questions; should in that-clauses

Context listening

| Leyla has been to a mee | _ | d she tells Magnus about | here Leyla and Magnus live. it. Listen to their conversation vere mentioned at the meeting |
|-------------------------------------------------------|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| | | | |
| 1.3 23 Listen ag | ain and complete these extr | acts with the words you h | near. |
| 1 They told us tha | the expansion would crea | ate around 2,000 jobs direc | tly. |
| 2 They | a growing number of peo | ple in the local area suppo | rted the expansion. |
| 3 They | us informed about future | developments. | |
| 1 They | there and look at the plan | ns in detail. | |
| 5 She | _ the airport authorities wer | e not telling the truth. | |
| | to our local politicians with | our objections. | |
| | | The state of the s | |
| 6 She | viting the Minister for Transp | | s. Ito her. |
| 5 She | viting the Minister for Transp | ort to hear our complaint | ding to the pattern that follow |
| 5 She 7 She also suggested in 1.4 Put the past tens | viting the Minister for Transp se verbs you have written in | ort to hear our complaint | ding to the pattern that follow |

Grammar

START POINT

We often report in our own words what people think or what they have said: 'There will be a public enquiry.'

Reporting clause with Reported clause reporting verb

Mr Kelly announced that there would a public enquiry.

2.1 Structures in the reported clause: that-clause

Reporting verbs can be followed by a number of structures in the reported clause. The most important ones with *that-c*lauses are given below:

verb + that

Sue reckoned that the expansion would damage tourism.

verb + object + that

He convinced me that noise wouldn't be a problem for us. (not He convinced that ...)

verb + (object) + that

She warned (us) that the airport authorities were not telling the truth.

Compare the use of tell and say in the reported clause:

They told us that the expansion would create around 2,000 jobs. (tell + object + that)

They said (to us) that it might increase tourism in the region. (say + (to + object) + that)

verb + that + verb or verb + object + to-infinitive

I found that his reassurances were quite convincing. or more formally I found his reassurances to be quite convincing.

verb + (to/with + object) + that

They admitted (to us) that they're not sure exactly how many people it will attract.

I agree (with the anti-expansion group) that the plans will change the area.

We often leave out *that* in informal contexts, particularly with the most common reporting verbs (e.g. *reckon*, say, tell, think). However, we don't usually leave it out if the *that*-clause doesn't immediately follow the verb: Sue *reckoned* (*that*) the expansion would actually damage tourism.

I agree with the anti-expansion group that the plans will change the area.

2.2 Structures in the reported clause: to-infinitive and -ing

These are the most important structures with a to-infinitive or -ing form in the reported clause:

verb + to-infinitive

I've decided to wait and see what happens next.

verb + object + to-infinitive

They encouraged us to go to the village hall.

verb + (object) + to-infinitive

I expected them to be confrontational. or I expected to hear more objections.

verb + to-infinitive or verb + that

They promised to keep us informed. or They promised that they would keep us informed.

verb + object + to-infinitive or verb + object + that

She **advised us to write** to our local politicians with our objections. **or** She **advised us that** we should write to our local politicians with our objections.

verb + -ing or verb + that

She **suggested inviting** the Minister for Transport to hear our complaints. **or** She **suggested that** we should invite the Minister for Transport (**not** She suggested to invite ...)

2.3 Verb tenses in reporting

START POINT

When reporting, we often change the tense that was in the original.

'The airport authorities **are** not **telling** the truth.' → She warned that the airport authorities **were** not **telling** the truth.

'We carried out the trial flights last month.' → Mr Kelly said that they had carried out the trial flights last month. or Mr Kelly said that they carried out ...

We don't usually change a past perfect verb:

'We had hoped for more support.' → He said they had hoped for more support.

We can use a present tense verb for a situation that still exists when we report it:

Magnus said he's worried about the nuclear power station on the coast. or ... said he was worried ...

We usually use a past tense in the reporting clause. However, we can use the present simple to report current news or views, what is always said, or what many people say:

I hear that Boeing 737s will be landing there.

Everyone I've spoken to thinks it's awful.

2.4 Modal verbs in reporting

A modal verb in the original sometimes changes in the report.

will changes to would, can to could, and may usually changes to might:

'It may increase tourism in the area.' -> They said it might increase tourism in the region.

However, if the situation we are reporting still exists or is in the future, modals don't change if there is a present tense verb in the reporting clause:

'We'll be displaying copies of the plans in the village hall.' → They say they'll be putting copies of the plans in the village hall.

We can use either form if there is a past tense verb in the reporting clause:

'The expansion will create 2,000 jobs.' → They told us that the expansion will/would create around 2,000 jobs.

 shall changes to would to talk about the future, and to should to report suggestions, recommendations and requests for advice:

'I shall decide later.' > He said he would decide later.

'What shall we do next?' -> He asked what they should do next.

- must doesn't change or changes to had to when it is used to say it is necessary to do something:
 'You must look at the plans before making any decisions.' → He said I must / had to look at the plans before making any decisions. (Had to is more natural in speech.)
- could, should, would, might, ought to and used to don't usually change in the report:
 'We ought to write to our local politicians' → She suggested we ought to write ...

2.5 Reporting questions

START POINT

'What are your views on this?' → They asked what our views were or They asked (for) our views. 'Have you got any more questions?' → They wanted to know if/whether we had any more questions. (See Unit 16, 2.3 for more on the choice between whether and if.)

The usual word order in the reported wh-, if- or whether-clause is the one we would use in a statement, and we don't use a question mark or the do auxiliary:

'How exactly will it boost tourism?' → I asked how exactly it would boost tourism.

'Where did you get your figures from?' → She asked where they had got their figures from.

We can use a negative form of do to report a negative question:

'Why don't you want the airport to expand?' > He asked why I didn't want the airport to expand.

If the original question begins what, which or who, followed by be + complement, we can put the complement before or after be in the report:

'Who's Sue Ray?' -> He asked who Sue Ray was. or He asked who was Sue Ray.

To report a question with should asking for advice or information, we can use a to-infinitive:

'What should we do to protest?' → Someone asked Sue what to do to protest. or ... what we should do to protest.

We don't use a to-infinitive to report a why question:

'Why should we believe them?' -> She wanted to know why we should believe them. (not She wanted to know why to believe them.)

Grammar exercises

3.1 Complete the sentences with an appropriate form of the reporting verbs in the box. Add a preposition or pronoun if necessary.

| € | neck claim commiserate emphasise explain grumble persuade reassure reveal whisper |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Before I parked my car outside Diego's house, I <u>checked with</u> him that it was okay. |
| 2 | It took ages to feed all the customers, and by the time we got around to the last ones theythat their food was cold. But I just ignored their complaints. |
| 3 | I know that Tomas enjoys his work as a gardener, but when he to be the best job in the world, I wasn't sure whether he was being serious or not. |
| 4 | The company hadn't paid me for the work I'd done for them, but when I phoned, theythat my payment was on its way. |
| 5 | Carlson didn't want to speak to the police yet. He didn't want to anyone that he knew who the murderer was until he had concrete evidence. |
| 6 | Teresa gave me the report but said it was only a first draft. She that it should remain confidential until the statistics had been checked. |
| 7 | Just before I stood up to make my speech, my friend Jamir came up close and me that m shirt was hanging out at the back. |
| 8 | Terry said that he was going to re-paint the car himself, but I managed to that this was a bad idea. |
| 9 | When I heard about her disastrous job interview, I phoned Martha toher. |
| 10 | At first, the security guard stopped me going in, but when Ihim that I had an appointment he let me through the barrier. |

19 Reporting

3.2 Stephen is an engineering student who has applied for a job when he leaves university. Complete these extracts from Stephen's letter of application using the notes in brackets. Use a *that-, to-*infinitive or *-ing* clause in your answer and give alternatives where possible.

| Professor Ken Newton, h | hat the post is / the post to be (the post) still vacant. My supervisor, has advised (2) (apply) and has assured |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| documents, will be of inte | (my research), which is described in detail in the attached |
| | (complete) my PhD by the end of the year, and I |
| propose (5) | (publish) the findings of my research soon afterwards. |
| | (my qualifications and experience) appropriate for |
| the post. | (hear) from you in the near future. |
| | (riear) from you in the hear future. |
| Yours sincerely, | |
| Stephen Finch | |
| Stephen Finch | |
| ork. They were very helpful. | el cell. I admitted (3) (have problems) in the early stages of the They suggested (4) (look at) Chris Hume's work at the University |
| ork. They were very helpful. ¹ f Harford. They agreed (5) vited (6) le the job, they recommende leantime they agreed (8) larantee (9) | They suggested (4)(look at) Chris Hume's work at the University(me / my research) has many practical applications. They even (visit) their laboratories if it would help in my research. Although they didn't offer d (7)(write) to them again after I've finished my PhD, and in the(contact) if any other similar jobs come up. Of course, they couldn't(offer) a job in the future, but they were very encouraging. |
| ork. They were very helpful. Farford. They agreed (5) vited (6) ethe job, they recommende leantime they agreed (8) larantee (9) sarantee (9) | They suggested (4)(look at) Chris Hume's work at the University(me / my research) has many practical applications. They even (visit) their laboratories if it would help in my research. Although they didn't offer d (7)(write) to them again after I've finished my PhD, and in the(contact) if any other similar jobs come up. Of course, they couldn't(offer) a job in the future, but they were very encouraging. into reported speech. Give alternative tenses where possible. |
| ork. They were very helpful. Farford. They agreed (5) vited (6) see the job, they recommende eantime they agreed (8) sarantee (9) sarantee (9) S.4 Change the sentences | (look at) Chris Hume's work at the University (me / my research) has many practical applications. They even (visit) their laboratories if it would help in my research. Although they didn't offer d (7) (write) to them again after I've finished my PhD, and in the (contact) if any other similar jobs come up. Of course, they couldn't (offer) a job in the future, but they were very encouraging. into reported speech. Give alternative tenses where possible. skiing.' → She said (that) she broke / had broken her leg when she was skiing |
| ork. They were very helpful. If Harford. They agreed (5) vited (6) le the job, they recommende leantime they agreed (8) larantee (9) | They suggested (4)(look at) Chris Hume's work at the University(me / my research) has many practical applications. They even (visit) their laboratories if it would help in my research. Although they didn't offer d (7)(write) to them again after I've finished my PhD, and in the(contact) if any other similar jobs come up. Of course, they couldn't(offer) a job in the future, but they were very encouraging. into reported speech. Give alternative tenses where possible. skiing.' → She said (that) she broke / had broken her leg when she was skiing yy'. → He thinks later today. |
| ork. They were very helpful. 'Harford. They agreed (5) wited (6) see the job, they recommende eantime they agreed (8) sarantee (9) S.4 Change the sentences 'I broke my leg when I was 'It's going to rain later toda 'I don't think this is my coa | They suggested (4)(look at) Chris Hume's work at the University(me / my research) has many practical applications. They even (visit) their laboratories if it would help in my research. Although they didn't offer d (7)(write) to them again after I've finished my PhD, and in the(contact) if any other similar jobs come up. Of course, they couldn't(offer) a job in the future, but they were very encouraging. into reported speech. Give alternative tenses where possible. skiing.' → She said (that) she broke / had broken her leg when she was skiing yy'. → He thinks later today. tt' → She didn't think |
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| in they were very helpful. Harford. They agreed (5) wited (6) et he job, they recommende eantime they agreed (8) arantee (9) Change the sentences I broke my leg when I was I'lt's going to rain later toda I'l don't think this is my coa You must set the alarm who where have I left my hand I'm playing football this af | They suggested (4) (look at) Chris Hume's work at the University (me / my research) has many practical applications. They even (visit) their laboratories if it would help in my research. Although they didn't offer d (7) (write) to them again after I've finished my PhD, and in the (contact) if any other similar jobs come up. Of course, they couldn't (offer) a job in the future, but they were very encouraging. into reported speech. Give alternative tenses where possible. skiing.' → She said (that) she broke / had broken her leg when she was skiing yy'. → He thinks later today. tt' → She didn't think nen you leave the house.' → She said labag?' → She couldn't remember ternoon.' → He said yesterday afternoon. |
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| ork. They were very helpful. 'Harford. They agreed (5) vited (6) e the job, they recommende eantime they agreed (8) larantee (9) 3.4 Change the sentences 'I broke my leg when I was 'It's going to rain later toda 'I don't think this is my coa 'You must set the alarm wi 'Where have I left my hand 'I'm playing football this aff 'I won't be able to give you | They suggested (4) (look at) Chris Hume's work at the University (me / my research) has many practical applications. They even (visit) their laboratories if it would help in my research. Although they didn't offer d (7) (write) to them again after I've finished my PhD, and in the (contact) if any other similar jobs come up. Of course, they couldn't (offer) a job in the future, but they were very encouraging. into reported speech. Give alternative tenses where possible. skiing.' → She said (that) she broke / had broken her leg when she was skiing yy'. → He thinks later today. tt' → She didn't think nen you leave the house.' → She said labag?' → She couldn't remember ternoon.' → He said yesterday afternoon. |
| rork. They were very helpful. If Harford. They agreed (5) wited (6) he the job, they recommende heantime they agreed (8) warantee (9). 3.4 Change the sentences I broke my leg when I was It's going to rain later toda I don't think this is my coa You must set the alarm where where have I left my hand I'm playing football this aff I won't be able to give you How much do you earn? | They suggested (4)(look at) Chris Hume's work at the University(me / my research) has many practical applications. They even (visit) their laboratories if it would help in my research. Although they didn't offer d (7)(write) to them again after I've finished my PhD, and in the(contact) if any other similar jobs come up. Of course, they couldn't(offer) a job in the future, but they were very encouraging. into reported speech. Give alternative tenses where possible. skiing.' → She said bhe broke / had broken her leg when she was skiing yy.' → He thinks later today. t.' → She didn't think then you leave the house.' → She said lbag?' → She couldn't remember ternoon.' → He said yesterday afternoon. a lift after all.' → He said , so I'll have to take a taxi. |

Listening Part 4

24 You will hear five short extracts in which people are talking about moving from the countryside to the city. While you listen you must complete both tasks.

TASK ONE

For questions 1 - 5, choose from the list (A - H) the reason each speaker gives for leaving the countryside.

- slow broadband connection
- close friends had left
- C limited cultural activities
- lack of privacy
- E transport problems
- difficult to find a job
- G poor housing quality
- limited shopping opportunities

Speaker 4

Speaker 1

Speaker 2

Speaker 3

Speaker 5

5

1

2

3

4

TASK TWO

D

For questions 6 - 10, choose from the list (A - H) what each speaker says about their experience of living in the city.

- happy to have efficient transport
- Speaker 1
- 6 7

В relieved to make friends Speaker 2

Speaker 4

C satisfied with accommodation

glad to have a hospital nearby

8 Speaker 3 9

E grateful for a reliable income

- 10 Speaker 5
- F enjoying a variety of places to eat
- G pleased with sports facilities
- excited by diversity of cultures

Substitution and ellipsis

One/ones; so + auxiliary verb + subject; neither, nor, not ... either; do so; leaving out words after auxiliary verbs and after to

Context listening

1.1 You are going to listen to two college friends talking about adventure holidays. What activities are shown in these pictures?



1.2 Listen to the conversation. Which of these items does Alison advise Ben to take with him?

| air tanks for scuba diving | cooking equipment for camping | a face mask |
|----------------------------|-------------------------------|---------------|
| insect repellent | leather trainers | a life jacket |
| plastic trainers | a sleeping bag | a snorkel |
| a sun hat | a tent | |

1.3 Listen again. Change these sentences to show exactly what Alison or Ben said.

one

- 1 I went for the adventure holiday based in Brisbane.
- 2 One of the local organisers met me at the airport.
- 3 They should provide all the equipment.
- 4 But you don't have to be a very good swimmer.
- 5 Preferably plastic trainers.
- 6 By the end of the holiday I was exhausted, but I was very fit!
- 7 You'll certainly need some insect repellent.
- 8 I don't imagine you'll need to take a tent and cooking things.

Grammar

2.1 Substitution: one/ones

START POINT

They do diving holidays in quite a few places. I went for the **one** based in Brisbane. (one = diving holiday; one replaces a singular countable noun or a noun phrase)

Take a couple of pairs of old trainers - preferably plastic ones. (ones = trainers; ones replaces a plural noun)

We don't usually use one/ones:

- to replace an uncountable noun. Instead we use some:
 Don't forget insect repellent. You'll certainly need some. (not... need one.)
- to talk about a specific item. Compare:

Do you know anyone who's got a sleeping bag? I was hoping to borrow **one**. Have you still got your sleeping bag? Can I borrow **it**? (= a particular sleeping bag)

- after the, unless it follows an adjective:
 - 'Are these your trainers?' 'No, the leather ones are mine.' or unless there is a descriptive phrase after one/ones:

They had a number of adventure holidays on offer, and I chose the one that was cheapest. I went for the one based in Brisbane.

 after a possessive adjective (e.g. my). Instead we prefer a possessive pronoun (e.g. mine) or a phrase with an adjective:

You can borrow mine. Or You can borrow my old one. rather than You can borrow my one. However, one/ones is sometimes used after a possessive adjective in informal speech.

We don't usually use ones on its own to replace a noun phrase. Compare:

'You'll need trainers.' Okay, I'll bring some.' or I'll bring some old ones.' (not I'll bring ones.)

We can either include or leave out one/ones after which, whichever; superlatives; either, neither, another, each (but not every); the first/second/last; the other, this, that, these, those; and often after colour adjectives:

'I can't decide whether to go on the adventure holiday to Thailand or Australia.' I'm sure you'll enjoy whichever (one) you go on.'

Get your own face mask. Buy the best (one) you can afford.

I've had three holidays with TransWorld Adventures, but the first (one) was the best.

I've got these two sleeping bags, but this (one) is rather dirty. (these ones and those ones are only used in informal speech)

We had two small boats to practise sailing in. One was green and the other (one) was red. I used to sail in the green (one)

2.2 Substitution: so + auxiliary verb + subject; neither, nor, not ... either

START POINT

'Was diving as difficult as you expected?' 'Perhaps even more so.' (so = difficult; replaces an adjective)
TransWorld Adventures provides all the equipment – at least I presume so. (so = TransWorld Adventures provides all the equipment; replaces a clause)

We can use so instead of a clause after certain verbs to do with opinions (e.g. expect, suppose, think), but not after others (e.g. accept, know, be sure, hear):

'Will I be met at the airport?' 'I expect so.'

'The mozzies are really bad at that time of year.' I've heard that, too.' (not I've heard so, too.)

Some verbs are commonly used before not or in not ... so in short, negative replies:

'You won't need a sleeping bag if it's really hot.' 'I suppose not.' or 'No, I don't suppose so.'

Other verbs like this include: appear, seem; believe, expect, imagine, think. (With the last four verbs we prefer not ... so in informal contexts):

'Do you think I'll need to take a tent?' 'I don't imagine so.' or formally 'I imagine not.'

Before not we can use be afraid (= showing regret), assume, guess, hope, presume, suspect:

'Do they offer any holidays in Africa?' 'I'm afraid not.' (not I'm not afraid so.)

We can use so + auxiliary verb + subject to say that a second person does the same thing as a person already mentioned. In the negative we use *neither*, nor or not ... either:

'I'd like to go to Tasmania.' 'So would I.'

'I'm not really a very good swimmer.' 'No, neither am I.' or 'Nor am I.' or 'I'm not either.' or 'I'm not a very good swimmer either.'

2.3 Substitution: do so

We can use a form of do so to replace a verb and the word or phrase that follows it to complete its meaning: When asked whether they intended to offer holidays in Africa, TransWorld Adventures said they had no plans to do so. (do so = offer holidays in Africa)

He planned to go to Australia this year, but now that he has lost his job he has little chance of **doing so**. (doing so = going to Australia)

We can use do so where the verb describes an action, but avoid it with verbs that describe states and habitual actions:

We went down the river by boat, and saw a lot of wildlife while doing so.

Some people didn't enjoy the hard work, but I did. (not but I did so ...)

Less formally, we use do it or do that with a similar meaning:

We put up our tents by the side of the river. We **did that** at about four o'clock every afternoon. **or formally** We **did so** ...

We use do (rather than do so) in informal English, especially after modals or perfect tenses (but note that we can often leave it out):

'Do they provide all the equipment?' 'They should (do).'

'Could you have gone to Thailand instead?' 'Yes, I could have (done).'

2.4 Ellipsis: leaving out words after auxiliary verbs and after to

START POINT

'Have you decided yet?' 'Yes, I have.' (= Yes, I have decided.)

A lot of people go to the Great Barrier Reef when they're in Australia. Were you able to? (= Were you able to go to the Great Barrier Reef?)

We often leave out or change verbs to avoid repeating them.

We can sometimes use to instead of a clause beginning with a to-infinitive when it is clear what we are talking about:

I'd certainly like to go back to Australia. I hope to next year. (= to go back to Australia)

We can use to or leave it out:

after certain verbs (e.g. agree, promise, start):

I want to read a lot about Australia before I go. I've started (to) already.

after most nouns (e.g. idea, opportunity) and adjectives (e.g. frightened, willing) that can be followed by a
to-infinitive clause:

I've always wanted to go, but I've never had the chance (to) before.

I hope they don't ask us to swim if there are sharks around. I'd be afraid (to)

after want and would like in if-clauses and wh-clauses:

We must talk about it more. You can come over whenever you'd like (to).

We don't use to after like:

You can come over whenever you like.

We have to use to:

after verbs (e.g. expect, mean, need) which must have a complement:
 You can borrow mine if you need to.

after a negative:

You don't have to sail on your own if you don't want to.

When have (got) is a main verb in the first clause or sentence, we can often use either have (got) or do to avoid repetition in the following clause or sentence:

Have you got a sleeping bag? I'm sure you have. (= I'm sure you have got a sleeping bag.) or I'm sure you do. (= I'm sure you do have a sleeping bag.)

When have is followed by a noun to describe an action (e.g. have a shower, have a shave, have a good time) we usually use do:

I wasn't really expecting to have a good time, but I did.

Grammar exercises

- 3.1 Read the underlined parts of these dialogues. Cross out the words which can be left out.
- 1 A: What was wrong with Sue?
 - B: She was frightened, or at least she appeared to be frightened.
- 2 A: You should have asked me. I could have given you a lift into town.
 - B: Thanks, but I didn't like to ask you. I know how busy you are.
- 3 A: Has Sarah eaten anything today?
 - B: No, I don't think she has eaten anything today.
- 4 A: My grandmother would have been shocked by all the changes in the village.
 - B: Yes, I'm sure she would have been shocked.
- 5 A: Don't forget we're going out tonight. Can you leave work early?
 - B: Okay, I'll try to leave work early.
- 6 A: We could get to the island across the new bridge.
 - B: But it hasn't been opened yet.
 - A: I thought it had been opened.
- 7 A: I hope I get promoted this time.
 - B: You certainly deserve to get promoted. You work really hard.
- 8 A: I didn't know you were getting married.
 - B: Sorry. I thought you did know I was getting married.
- 3.2 Replace the underlined word(s) with one or ones where possible. If it is possible to omit one or ones, put the words in brackets.
- 1 A: Do you want one of these sweets?

(ones)

- B: Are there any green sweets left?
- A: No, they've all gone.
- 2 A: It's about time we got some new curtains.
 - B: Okay, well, let's go out and buy some new curtains.
- 3 A: I know it's muddy outside, but shall we go out for a walk?
 - B: But I haven't got any boots.
 - A: You can wear my old boots.
- 4 A: To get to your house, do I take the first or second turning?
 - B: You can take either turning.
- 5 A: Why did you buy those green apples?
 - B: They were the cheapest apples I could find.

- 6 Have you seen the car keys? I can't find the car keys anywhere.
- 7 That mirror is like the mirror my parents have got in their sitting room.
- 8 This glass has got a crack in it. Have you got another glass?
- 9 I dropped my brother's mobile phone and had to buy him a new mobile phone.
- 10 We've got chocolate biscuits or these biscuits. Which biscuits would you prefer?

3.3 Complete the sentences where possible with so, do, do so or so do, using an appropriate form of do. If it is not possible, suggest an alternative.

| 1 | She stood up slowly, and was obviously in pain as she <u>did so</u> . |
|----|-----------------------------------------------------------------------|
| 2 | A: Miller played really badly, didn't he? |
| | B: But the rest of the team. |
| 3 | A: Are you going to Spain again for your holidays? |
| | B: I might I haven't decided yet. |
| 4 | Louise will be meeting us at the airport. At least, I hope |
| 5 | A: Apparently, Harun's dropped out of college. |
| | B: Yes, I'd heard too. |
| 6 | We do more or less the same job, but he earns much more than I |
| 7 | A: We can take a shortcut if we wade across the stream. |
| | B: What's the point of? The bridge isn't far. |
| 8 | He has yet to win a tournament, but he came close to in Monaco. |
| 9 | A: Do you really think she'll lend you the money? |
| | B: I'm sure |
| 10 | Megan loves horse riding, and Victor |

3.4 Improve this email by editing the underlined parts to avoid repetition.

Hi Chris,

I tried phoning you earlier, but you must have been out. But I just have to tell somebody about the terrible day I've had: - (!

It started badly and got worse! When I got up the kitchen was flooded – I'd left the freezer door open! I've never (1) left the freezer door open before. By the time I'd finished mopping up all the water it was getting late. I was going to take my big handbag to work, but I was so rushed I picked up my (2) small handbag by mistake, leaving my purse behind so I didn't have any money. Luckily, I bumped into Bob at the station and he was able to lend me (3) some money. My office key was also still at home, so when I got to work I had borrow (4) an office key.

Then I had to get to an important meeting. Our company is hoping to do some business with a Japanese firm. My boss thinks we have a good chance of signing a deal soon, but I don't think (5) we have a good chance of signing a deal soon. I thought the meeting was on the fourth floor – in fact, I was certain (6) it was on the fourth floor. But it had been rearranged and nobody had bothered to tell me. So I was 20 minutes late. I wasn't very happy, and (7) my boss wasn't very happy either. To make matters worse, I'd been hoping to run through my presentation over breakfast, but I'd had no (8) time to run through my presentation over breakfast. So my talk went really badly. Afterwards, my boss said she was disappointed with the way the meeting went. But (9) I was disappointed with the way the meeting went, too.

After such a dreadful day, I was hoping I'd have a quiet evening, but I (10) didn't have a quiet evening. When I got home I found that my cat had knocked over some glasses – you remember the beautiful old Swedish (11) glasses that my parents gave me? I wonder if I'll be able to replace them? I (12) don't expect I'll be able to replace them.

The only good thing is that it's the weekend. Come over whenever you (13) want to come over. In fact, are you able to come over tomorrow? If you (14) 're not able to come over tomorrow how about Sunday? Or are you still too busy decorating the house? I (15) hope you're not too busy decorating the house. But give me a call and let me know.

Love, Beth x

| (1) | done that | _ |
|------|-----------|---|
| (2) | | _ |
| | | |
| (5) | | |
| (6) | | |
| (7) | | |
| (8) | | |
| (9) | | - |
| (10) | | |
| | | |
| | | |
| | | |
| | | |

Listening Part 3

You will hear part of a radio interview in which David Evans, a chef in a British school, is talking about his work. For questions 1 – 6, choose the answer (A, B, C or D) which fits best according to what you hear.

- 1 What was the students' initial reaction to the food they were served?
 - A They didn't like being the subjects of an experiment.
 - B They would rather have eaten traditional British food.
 - C They were not sure whether it was good or bad.
 - D They felt that it was an adventure for them.
- 2 According to David, why do some students have difficulty in accepting the 'restaurant system'?
 - A They are uncomfortable eating meals with adults.
 - B They are not used to having meals with others.
 - C They don't like talking about food.
 - D They have to wait too long to be served.
- 3 What main role do the staff play in the school restaurant?
 - A They check that students are eating their meals.
 - B They find out about the students' home lives.
 - C They deal with students' complaints about the food.
 - D They help students find out about a balanced diet.
- 4 According to David, where does most of the food served in the restaurant come from?
 - A anywhere that can provide fresh ingredients
 - B the school grounds
 - C all over the world
 - D suppliers close to the school
- 5 In David's view, which of his previous jobs prepared him best for his work as a school chef?
 - A teacher
 - B manager
 - C waiter
 - D cook
- 6 Why does David think that his approach could be difficult to introduce in other schools?
 - A Students tend to be resistant to change.
 - B Not all students see healthy eating as important.
 - C Other schools don't see healthy eating as a priority.
 - D Parents would be unwilling to accept it.

Word order and emphasis

| Context | liste | ning |
|----------|-------|------|
| COLLECTE | | 5 |

| commitment determined | confidence efficient | dedication energetic | enthusiasm patient | loyalty persuasive | modesty reliable | |
|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-------------------------|---------------------|--------------------------|
| | | | honour of Mari se to describe h | | usic teache | r. Which of the qualitie |
| 1.3 27 I ay why. | isten again and | d say whether 1 | these sentences | are true (T) | or false (F). | If a sentence is false, |
| 1 Maria was a | violinist before | she became a c | onductor | | | |
| | | | gives children m | nusical instrun | nents. | <u></u> |
| 3 Musicians ar | e not paid to ta | ke part in the / | Music in Schools | project. | _ | |
| 4 Children in o | ity schools now | v have to pay fo | or their music le | ssons. | | |
| | | | | | | |
| 5 Maria helps | children go to o | ther countries | to play music | | | |
| 1.4 27 exactly what he | These ideas are said. | expressed in a | | | r. Listen aga | in and write down |
| 1.4 27 exactly what he | These ideas are said. | expressed in a | different way b | | r. Listen aga | in and write down |
| 1.4 27 exactly what he | These ideas are said. in the mid-1990's | expressed in a Os. s that we firs | different way b | oy the speake | r. Listen aga | in and write down |
| 1.4 P27 exactly what he 1 We first met 1 was in 2 She sees male | These ideas are said. in the mid-1990's cing music as a | expressed in a 0s. s that we first | different way b | evelopment. | r. Listen aga | in and write down |
| 1.4 P27 exactly what he 1 We first met 1 was in 2 She sees ma 3 The way she | in the mid-1990's cing music as a calmly and clea | expressed in a Os. s that we first fundamental p arly argued her | different way be met. art of a child's d | evelopment. | r. Listen aga | in and write down |
| 1.4 P27 exactly what he 1 We first met 1 t was in 2 She sees mal 3 The way she 4 I have rarely | in the mid-1990's king music as a calmly and clea | expressed in a Os. s that we first fundamental p arly argued her th such passion | different way be not met. art of a child's decase impressed of their beliefs | evelopment. us most. | | in and write down |

1.5 What difference do you notice between the sentences given and the ones you have written in 1.4?

Grammar

2.1 Fronting

We can emphasise a particular part of a sentence by moving it to the front of the sentence, changing the usual word order:

She sees $making\ music$ as a fundamental part of a child's development. \rightarrow $Making\ music$ she sees as a fundamental part of a child's development. (fronting of object)

She resisted this. → This she resisted. (fronting of object)

Maria had been writing to me **for some weeks**. → **For some weeks** Maria had been writing to me. (**fronting of** adverbial)

2.2 Cleft sentences

START POINT

It's among children from poorer backgrounds that the Music in Schools project has had most impact. (emphasising among children from poorer backgrounds)

What impressed us most was the way she calmly and clearly argued her case. (emphasising the way she calmly and clearly argued her case)

An it-cleft has the structure it + is/was + emphasised part + relative clause. The relative pronoun can be that, which, who or no relative pronoun. When and where are used only in informal English:

It was in the mid-1990s that we first met. or informally ... when we first met.

A sentence with a wh-cleft usually has the structure what-clause + is/was + emphasised part. Sometimes we use all instead of what:

What she was suggesting was that members of the YCO would volunteer their services.

All she ever wanted to do as she was growing up was play the violin. (= the only thing she ever wanted to do)

After the what-clause we usually use a singular form of be (is or was). However, informally, a plural form (are or were) is sometimes used before a plural noun:

What she hopes to see is/are children who enjoy a wide range of musical styles.

We can sometimes put a wh-cleft at the end of a sentence:

The way she calmly and clearly argued her case was what impressed us most.

The Music in Schools project is what came out of our meeting.

To emphasise an action we can use a wh-cleft with what + subject + form of do + form of be + (to) + infinitive: What she did was (to) convince us of the value of a musical education.

2.3 Inversion

START POINT

In front of the committee sat Maria. (= verb + subject)

Seldom did she raise her voice. (= do + subject + verb) = inversion of normal word order

Never have I heard such a persuasive speaker. (= auxiliary + subject + verb)

Word order is inverted after certain words and phrases when these are put at the beginning of a sentence or clause in order to emphasise them. This kind of inversion is found mainly in formal speech and writing.

Inversion occurs after words and phrases with a 'negative' meaning:

- the negative adverbs never (before), rarely, seldom; barely/hardly/scarcely ... when/before; no sooner ... than; nowhere; neither, nor:
 - Rarely have I met anyone with such enthusiasm.

No sooner had Maria walked through the door than she started to talk about her proposal.

I hadn't met Maria before, and nor had the other members of the committee.

(See also Unit 17, 2.3 for more on hardly, no sooner and scarcely.)

- only + a time expression (e.g. after, later, then) or a prepositional phrase:
 Only after Maria threatened to withdraw her support did the council back down.
- the prepositional phrases at no time, on no account, under/in no circumstances; in no way (or no way in informal language):

At no time has she ever **accepted** payment for her educational work.

She argued that **under no circumstances should** children from poorer backgrounds **be made** to pay for music lessons.

- expressions with not: not only, not until, not since, not for one moment, not once, not a + noun:
 Not only has she persuaded YCO members to give up their time, but she has also encouraged visiting musicians to give free concerts in schools.
- little with a negative meaning:
 Little did she realise when she set up the project that it would be so influential.

Inversion also occurs after:

time sequence adverbs such as first, next, now, then with be or come:
 And then came an invitation to be a special adviser to the government on music education.

If there is a comma (,) or an intonation break in speech after the adverb, normal word order is used: Then, an invitation came from the government. (not Then, came an invitation ...)

- so + adjective ... that, emphasising the adjective:
 So successful has Music in Schools been that those involved in music education around the world have visited the city to see the project in action.
- such + be ... that, emphasising the extent or degree of something.
 Such was her understanding of music education that the government wanted to draw on her expertise.
 (= Her understanding of music education was such that ...)

2.4 Inversion in conditional sentences

In formal or literary English, we can use clauses beginning were, should and had, with inversion of subject and verb, instead of a hypothetical conditional:

Were she ever to leave the orchestra, ... (= If she left ... or If she were to leave ...)

Were he here tonight, ... (= If he was/were here tonight ...)

Should you **need** any more information about Music in Schools, ... (= If you need ...)

Had Maria not been around, ... (= If she had not been around ...)

In negative clauses with inversion, we don't use contracted forms:

Had Maria not set up the Music in Schools project ... (not Hadn't Maria set up ...)

Grammar exercises

| 3.1 | Write a new sentence with a similar meaning to the original. Emphasise the information underlined |
|---------|---------------------------------------------------------------------------------------------------|
| using a | an it-cleft or a wh-cleft at the beginning of the sentence. Sometimes both are possible. |

- 1 I want you to hold the cat tightly while I put on this collar.
- 2 She announced she was going to join the air force at her 18th birthday party.
- 3 A: So how did you get the car out of the mud?
 - B: We asked a farmer to pull us out with his tractor.
- 4 A: What do you think's wrong with the car?
 - B: The battery could be flat.
- 5 This huge bunch of flowers arrived for me this morning. I don't know who sent them.
- 6 My parents must have given Wei my telephone number.
- 7 The research shows a link between salt intake and rates of heart disease.
- 8 His nervous laugh made me think he was lying.
- 1 What I want you to do is hold the cat tightly while I put on this collar.

| 3.2 | Match the sentence halves. Write new sentences with a similar meaning starting Should, |
|-----|----------------------------------------------------------------------------------------|
| Had | . or Were |

- 1 If you require further details, -
- 2 If today's match has to be postponed,
- 3 If anyone had been looking at Maria when the police arrived,
- 4 If taxes were to be increased further,
- 5 If the doctors had operated sooner,
- 6 If I were president,
- 7 If your flight is cancelled,
- 8 If heavy snow had been forecast,

- a she might have made a full recovery.
- b the insurance covers a full refund.
- -c please contact our public information
- d there would be a huge public outcry.
- e we would not have begun the climb.
- f it will be replayed next week.
- g they would have noticed the expression of panic on her face.
- h I would introduce three-day weekends.

| C | Should you | <i>a</i> require | further | details, | please o | contact o | our po | ublication | information | office. |
|---|------------|------------------|---------|----------|----------|-----------|--------|------------|-------------|---------|
| | | | | | | | | | | |
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| | | | | | | | | | | |

| | I thought the insurance policy would pay my hospital fees. At no time <u>was I told / was I informed</u> that it did not cover skiing injuries. |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 | Seldom piano playing of such maturity from someone so young. I'm very impressed indeed. |
| 3 | He felt someone bump against him on the crowded bus, but only later that his wallet had been stolen. |
| 4 | I found the old bracelet while I was walking along the beach. Little then that I had made one of the most important archaeological discoveries of recent years. |
| 5 | Not since Philip and Gary Neville last played in 2004 two brothers in the England football team. |
| 6 | I asked her to describe her attacker, but only after several minutes me. |
| 7 | No soonerinto bed than his flatmate started playing his drums. |
| 8 | The Atlantic crossing took eight days. I was in Isabella's company on several occasions, but not a word to me until near the end of the journey. |
| fre | 3.4 Rewrite the underlined parts of the conversation, emphasising the word(s) in italics. In each case use onting, a cleft sentence or inversion. |
| | A: I hear you and Anna didn't have a great holiday on the island. |
| | B: No, not really, although (1) we liked the island a lot. (2) The hotel was the real problem. |
| | A: Why? What was wrong with it? |
| | B: Our room was just awful. The shower only had cold water and the air conditioning didn't work. |
| | A: Didn't you complain? |
| | B: Oh yes. Anna was pretty annoyed and went down to reception to complain. But they told her she was just being fussy and (3) she got really furious about <i>that</i> . She insisted on seeing the manager, and demanded that something should be done. |
| | A: And was it? |
| | B: Well, we had a steady stream of workers coming into the room after that. (4) An electrician came first and then the next day a plumber. But neither of the problems got fixed. (5) It took them three days to decide that we needed another room. |
| | A: You must have been fed up with the hotel by that time. |
| | B: I think (6) <u>the attitude of the staff annoyed me most</u> – they really just didn't care. (7) <u>I have never seen</u> such a total lack of interest from people who are supposed to be providing a service. (8) <u>No one apologised once</u> the whole time we were there |
| 1 | the island we liked a lot 5 |
| 2 | 6 |
| 3 | 7 |
| 4 | 8 |

Reading and Use of English Part 4

For questions 1 – 6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given. Here is an example (0).

| 0 | He always calls his house his 'castle'. |
|---|---------------------------------------------------------------------------------------------|
| | REFERS |
| | He always <u>refers to his house as</u> his 'castle'. |
| 1 | She was proud of her work, and she was also well respected by her colleagues. |
| | TAKE |
| | Not only her work, she was also well respected by her colleagues. |
| 2 | She hated publicity so much that she never gave any interviews to the media. |
| | HER |
| | Such of publicity, that she never gave any interviews to the media. |
| 3 | During her illness, she realised that the only choice she had was to take early retirement. |
| | ALTERNATIVE |
| | During her illness, she realised that there to take early retirement. |
| 4 | I had only just complained about the new timetable when it was changed. |
| | MADE |
| | No sooner about the new timetable than it was changed. |
| 5 | I'm sure she would do an excellent job if she ever became head of department. |
| | WERE |
| | I'm sure she would do an excellent job head of department. |
| 6 | It is distinctly possible that I will get promoted in the near future. |
| | OF |
| | There is a promoted in the near future. |
| | |

22 Nominalisation

Context listening

1.1 You are going to listen to a radio news report. Look at the photos. What do you think the report is about?



Two power stations were built close to Lake Taal. People were evacuated from around Lake Taal.



1.2 28 Listen and check whether you were right. As you listen, number these events in the order the reporter mentions them.

| C | The Taal volcano erupted and around a hundred people were killed. | | | | |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|--|--|--|
| d | Scientists found that the temperature of Lake Taal was increasing. | | | | |
| e | The Taal Emergency Strategy was introduced. | | | | |
| f | | | | | |
| g | The Taal volcano erupted and over a thousand people were | illed. 1 | | | |
| | 3 28 Listen again. Complete each extract from the noreposition in the second. The breakdown in communication cost at least in the second in | | | | |
| 2 | There has been an the number of | | | | |
| 3 | The the power stations would lea without electricity. | | | | |
| 4 | There was also a dramatic the lev | el of radon gas in the soil. | | | |
| 5 | Their concerns increased with the | thousands of dead fish. | | | |
| 6 | Two days ago the around 30,000 | people began. | | | |
| 6 | To the board of the contract o | oeople began. | | | |

Communication broke down and this cost at least a hundred lives.

the noun in the first space.

Grammar

2.1 Nominalisation

START POINT

There has been **an increase** in the number of people living close to the lake. **or** The number of people living close to the lake has **increased**.

The danger of the situation made it necessary to bring in the army to oversee operations. or The situation was so dangerous that it was necessary to bring in the army to oversee operations.

We can sometimes use a noun or noun phrase for an idea usually expressed by a verb or adjective. This process is referred to as nominalisation. It is especially common in formal styles of writing.

An adverb modifying a verb changes to an adjective in a nominalised form:

Scientists noticed a sudden rise in the temperature of the lake. or Scientists noticed that the temperature of the lake had risen suddenly.

The main noun in a noun phrase is often followed by one or more prepositional phrases: The industrial **development of the area** has increased the number of people living near the lake. There was also a dramatic **rise in the level of radon gas in the soil**.

We use nominalisation for a number of reasons:

- to avoid mentioning the agent (the person or thing that performs the action); for example, if we want to be impersonal or to make the agent less important. Compare:
 Two days ago the authorities began to evacuate 30,000 people. (agent = the authorities)
 Two days ago the evacuation of around 30,000 people began. (no agent mentioned)
- to express two clauses more concisely as one clause:
 The building of two power stations just a few kilometres away was strongly criticised by environmentalists. or
 Two power stations were built just a few kilometres away. This was strongly criticised by environmentalists.
- to give a different focus to the sentence. Compare: The provision of temporary shelter in a safe location for those displaced is the army's top priority. (New, important information is usually placed at the end of the sentence or clause. The focus here is on the army's top priority.) Temporary shelter in a safe location for those displaced is being provided, and this is the army's top priority. (No particular focus: is being provided and the army's top priority are both in 'new information' position in

2.2 Do, give, have, make, take + noun

their clause.)

We can sometimes use a form with do/give/have/make/take + noun instead of a verb:

The authorities took immediate action. or The authorities acted immediately.

The decision was made to evacuate the area. or It was decided to evacuate the area.

Often, the do/give/have/make/take + noun patterns are less formal than using a verb alone:

When my mother was ill, I had to cook for the family. (more formal)

I had to do all the cooking last week because Mum was away. (less formal)

Grammar exercises

3.1 Rewrite the sentences to remove the agent. Use a nominalised form of the underlined verb and make any other changes needed.

- 1 The government released the prisoners unexpectedly.
- 2 They <u>organised</u> the conference very professionally.
- 3 Spectators turned out in huge numbers for the match.
- 4 The army withdrew the troops immediately.
- We need to shake up top management for the company to be successful again.
- 6 The banks increased interest rates for the third time in two months.
- 7 They <u>agreed</u> on extra funding for the project.
- 8 They decided to postpone the race at the last moment.
- 1 The release of the prisoners was unexpected. / There was an unexpected release of prisoners.
- 3.2 Rewrite each sentence using a nominalised form at the beginning. Leave out the agent.
- 1 After scientists identified the HIV virus in the mid-1980s, there were enormous efforts to produce a vaccine.

 The identification of the HIV virus in the mid-1980s led to / resulted in enormous efforts to produce a vaccine.
- 2 Johan is obsessed with cars, and this started when he was quite young.
- 3 The government has expanded the nuclear power programme, but this has been criticised by opposition politicians.
- 4 The petrol companies have reduced the price of petrol, which is good news for drivers.
- 5 The council abolished parking charges in the city centre, and as a result shops have reported increased business.
- 6 Parent organisations are demanding healthier food in schools, and this results from growing concerns about childhood obesity.
- 7 The train will depart half an hour late because of engine problems.
- 8 A new college principal has been appointed, and staff may leave as a consequence.

3.3 Complete the extracts from newspaper articles using the information in the box. In each sentence, use a nominalised form.

| | ne English spelling system is complex people are strongly resisting increased taxation |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ı | ne damage to property is extensive the situation is threatening animal and plant species |
| 1 | Detectives were last night questioning a man about the disappearance of a number of valuable borfrom the National Library over recent months. |
| 2 | 'The teaching method we have developed acknowledges, a |
| | guides children towards a better understanding in carefully controlled stages.' |
| 3 | The Health Service is hoping to appoint 480 new nurses. Last night the Health Minister said was 'excellent', with 7,000 applications in two days. |
| 1 | Chinese remedies are rooted in 4,000 years of tradition, but growing Western interest in alternative medicines has increased Products confiscated by environmental officers included some using the seedpods of a rare orchid. |
| 5 | The extra public spending will need to be paid for and, with borrowing ruled out, that can only mean putting up taxes. Given, this could undermine the government's chances of being re-elected. |
| 5 | Residents of the south coast are beginning to return to their homes after the recent severe flooding. |
| | However, means that some will be living in temporary accommodation for many months. |
| - | accommodation for many months. |
| | accommodation for many months. 4 Make these conversations more informal where possible, replacing the underlined parts with |
| | accommodation for many months. .4 Make these conversations more informal where possible, replacing the underlined parts with propriate do/give/have/make/take + noun forms. |
| | A: Have you (1) washed up yet? |
| | .4 Make these conversations more informal where possible, replacing the underlined parts with propriate do/give/have/make/take + noun forms. A: Have you (1) washed up yet? B: I've (2) started on it. But there's such a lot to do, and you know how much I hate it. |
| | A: Have you (1) washed up yet? B: I've (2) started on it. But there's such a lot to do, and you know how much I hate it. A: Well, I'm going outside to (3) work in the garden. |
| | A: Have you (1) washed up yet? B: I've (2) started on it. But there's such a lot to do, and you know how much I hate it. A: Well, I'm going outside to (3) work in the garden. B: (4) Shout if you need any help. |
| | A: Have you (1) washed up yet? B: I've (2) started on it. But there's such a lot to do, and you know how much I hate it. A: Well, I'm going outside to (3) work in the garden. B: (4) Shout if you need any help. A: No, thanks. You just concentrate on the washing-up! |
| | A: Have you (1) washed up yet? B: I've (2) started on it. But there's such a lot to do, and you know how much I hate it. A: Well, I'm going outside to (3) work in the garden. B: (4) Shout if you need any help. A: No, thanks. You just concentrate on the washing-up! |
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| | A: Well, I've (5) decided. I'm going to apply for a job at Raggs. |
| ı | A: Have you (1) washed up yet? B: I've (2) started on it. But there's such a lot to do, and you know how much I hate it. A: Well, I'm going outside to (3) work in the garden. B: (4) Shout if you need any help. A: No, thanks. You just concentrate on the washing-up! 1 done the washing-up 2 4 A: Well, I've (5) decided. I'm going to apply for a job at Raggs. B: Good for you. I (6) feel you'd really get on there. |
| ı | A: Well, I've (5) decided. I'm going to apply for a job at Raggs. B: Good for you. I (6) feel you'd really get on there. A: Well, I've (7) arranged to see their head of personnel next Friday. |
| ı | A: Have you (1) washed up yet? B: I've (2) started on it. But there's such a lot to do, and you know how much I hate it. A: Well, I'm going outside to (3) work in the garden. B: (4) Shout if you need any help. A: No, thanks. You just concentrate on the washing-up! 1 done the washing-up 2 4 A: Well, I've (5) decided. I'm going to apply for a job at Raggs. B: Good for you. I (6) feel you'd really get on there. A: I've (7) arranged to see their head of personnel next Friday. B: And how will you tell Terry you're thinking of leaving the company? |
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| ı | A: Well, I've (5) decided. I'm going to apply for a job at Raggs. B: Good for you. I (6) feel you'd really get on there. A: Well, it won't be easy, but I suppose I'll just have to (8) breathe deeply and (9) explain to him why |
| ı | Make these conversations more informal where possible, replacing the underlined parts with propriate do/give/have/make/take + noun forms. A: Have you (1) washed up yet? B: I've (2) started on it. But there's such a lot to do, and you know how much I hate it. A: Well, I'm going outside to (3) work in the garden. B: (4) Shout if you need any help. A: No, thanks. You just concentrate on the washing-up! 1 done the washing-up 3 2 4 A: Well, I've (5) decided. I'm going to apply for a job at Raggs. B: Good for you. I (6) feel you'd really get on there. A: I've (7) arranged to see their head of personnel next Friday. B: And how will you tell Terry you're thinking of leaving the company? A: Well, it won't be easy, but I suppose I'll just have to (8) breathe deeply and (9) explain to him why I want to go. |

| 3 | A: | Did you (10) <u>talk with</u> Natasha about the holiday? |
|---|----|-------------------------------------------------------------------------------------------|
| | B: | Yes, I (11) <u>called</u> last night and we (12) <u>chatted</u> about it then. |
| | A: | And how did she react when you said we weren't going with her? |
| | B: | She just (13) sighed and said 'That's okay'. But she was obviously upset. |
| | 10 | 12 |
| | 11 | 13 |
| 4 | A: | 'm exhausted. I'm going to (14) shower and (15) rest before we (16) cook. |
| | B: | 'm pretty tired, too. I'll (17) look at what's in the freezer, or maybe we could eat out? |
| | 14 | 16 |
| | 15 | 17 |

Reading and Use of English Part 8

You are going to read four reviews of popular science books. For questions 1 - 10, choose from the reviews (A - D). The reviews may be chosen more than once.

| Which review mentions | |
|-------------------------------------------------------------------------------|----|
| a recent technological development that has become important for many people? | 1 |
| an ability to think in general terms? | 2 |
| the unexpected effects of scientific developments? | 3 |
| a scientist who began an area of scientific investigation important today? | 4 |
| an author's view that some people are likely to disagree with? | 5 |
| someone whose most influential work was done in the early part of their life? | 6 |
| a book aimed both at people who approve of technology and those who don't? | 7 |
| scientific investigations whose value was only later understood? | 8 |
| an author who combines practical experience with an ability to write well? | 9 |
| a skill that people are born with rather than learn? | 10 |
| | |

A Monk and Two Peas by Robin Marantz Henig

The work of an Augustinian monk from Brno laid the foundations of the science of genetics. Gregor Mendel was born in what is now the Czech Republic in 1822 and entered the monastery at the age of nineteen. In the mid-1840s he began to conduct a series of experiments with pea plants grown in the monastery garden and he continued these for twenty years. Over this period, by crossing pea plants which had clear differentiations in height, colour, etc and by carefully logging the results, Mendel was able to formulate the basic principles behind heredity. Mendel's work was only published in obscure journals, he was eventually led away from science by administrative duties at the monastery and it was only some years after his death that the significance of his work was appreciated. Mendel's life was a quiet one, but a very important one to the science of the twentieth century. A Monk and Two Peas tells the story very well, explaining clearly Mendel's experiments and drawing out their significance.

B The Maths Gene by Keith Devlin

For those who are mathematically challenged it's an attractive notion that everybody possesses a latent talent for maths and that it is just a question of finding the right key to access it. Devlin, despite the title of his book, is not suggesting that there is a gene for maths that the Human Genome project might identify but he is saying that we have a natural ability to do maths, that it exists in everybody and there are sound evolutionary reasons why this is the case. The ability to do maths, clearly, means an ability to handle abstract ideas and relationships and this provides advantages in evolutionary terms. As human language emerged, so also did a new capacity for abstraction and this formed the foundations on which mathematical thought has been built. Some readers might find Devlin's account of the evolution of language debatable but his ideas about the nature of our mathematical powers and his practical suggestions about how to improve them are constantly stimulating.

C Why Things Bite Back by Edward Tenner

Subtitled 'Technology and the Revenge of Unintended Consequences', Tenner's book is an entertaining look at the myriad ways in which advances in science and technology seem to recoil against us. What we gain on the roundabouts we lose on the swings. Antibiotics promise release from the perils of major diseases and end up encouraging microorganisms to develop resistance to them. Widespread use of air conditioning results in an increase in the temperature outdoors, thus requiring further cooling systems. American Football safety helmets become more efficient but this heralds an increase in more violent play and injuries actually rise. Tenner mounts up the evidence in a book designed to appeal to technophile and technophobe alike. And remember, the disaster at Chernobyl was triggered during a safety test. Ironies like that just aren't funny.

D A Brief History of the Future by John Naughton

So rapidly has the Internet become an integral part of many people's lives that it is easy to forget that only a few years ago it was known to the general public, if at all, as a playground for nerdy academics and that it is one of the most astonishing of all man's inventions. John Naughton, fellow of Churchill College, Cambridge and regular journalist on The Observer and other newspapers, has been on the net for many years himself and is the ideal person to write a history of what he calls this 'force of unimaginable power'. Starting with three little-known visionaries at MIT in the 1930s, Naughton traces the story through the engineers like Tim Berners-Lee who realised their vision, and on into what the future may hold. Written with the skill one might expect from a fine journalist and informed with the knowledge of an engineering professor, this is among the first histories of the net but is likely to remain among the best for some time to come.

23 It and there

Introductory it as subject and object; there; common expressions with it's no ... and there's no ...

Context listening

| | .1 Liz is planning on moving out of her family home and buying her own apartment. What are the vantages and disadvantages of living in a town centre or on the edge of a town? |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | 2 29 Listen to the conversation. Which of the advantages and disadvantages you thought of do z and her parents mention? |
| | Listen again. Do these statements refer to the town apartment (T) or the out-of-town partment in Canley (C)? (Ignore the letters a-m for now). |
| 1 | alt's been on the market for a long timeT |
| 2 | blt's obvious why they've been having problems selling cit. |
| 3 | dlt really shocked me to see how bad eit was |
| 4 | flt's about 15 kilometres from 8there into the centre. |
| 5 | hThere's bound to be a regular bus service from there. |
| 6 | There's that lovely little river that runs nearby. |
| 7 | The rooms in kit are quite dark and that made lit feel cramped. |
| 8 | ^m There is expected to be a lot of interest in the property. |
| | .4 Look again at the sentences in 1.3. Some of the examples of it and there (a-m) refer back to a thing or blace that has been previously mentioned. Which ones are they? What do they refer back to? |
| 1 | a - It = the town apartment 5 |
| 2 | 6 |
| 3 | 7 |

Grammar

2.1 Introductory it as subject

START POINT

Mother: It struck me that the Canley apartment might be quite noisy with that busy road nearby.

Liz: But it's in such a lovely location. (it refers back to the noun phrase the Canley apartment)

If it's possible, I'd like to go back and look at the Canley apartment again. (it refers forward to going back and looking at the Canley apartment again)

It's going to be hard to choose between them. (introductory it as grammatical subject)
Living in town would make it so much easier to get to work. (introductory it as grammatical object)

Introductory it as grammatical subject is commonly used:

- to talk about weather, time, distance and to describe situations:
 It's raining again.
 It's five o'clock.
 It's quiet in this part of town.
 It's about 15 kilometres from the Canley apartment into the centre.
- as an alternative to a that-, wh-, -ing or to-infinitive clause as the subject of the sentence:

It's a pity that the town apartment is so small. rather than That the town apartment is so small is a pity. It's obvious why they've been having problems selling it. rather than Why they've been having problems selling it is obvious.

It's certainly an advantage being able to walk to work. rather than Being able to walk to work is certainly an advantage.

It really shocked me to see how bad it was. rather than To see how bad it was really shocked me.

It is more usual to use introductory it in these contexts, although in formal language the alternative with a that-, wh-, -ing or to-infinitive clause as subject is often used.

In writing, we don't usually use introductory it as an alternative to a noun as subject:

The town apartment is more expensive. (not It is more expensive, the town apartment.)

However, this is quite common in informal speech in order to clarify what is being talked about:

It'd be good to live near work, but it's more expensive, the town apartment.

We often follow introductory it with be + adjective/noun, but other patterns are possible:

- it + verb + to-infinitive clause: It might help to run through the pros and cons.
- it + verb + object + to-infinitive clause: It shocked me to see how bad it was.
- it + verb + that-clause: It appears that they're having trouble selling the apartment.
- it + verb + object + that-clause: It struck me that the Canley apartment might be quite noisy.

In formal contexts, a common way of reporting what is said by an unspecified group of people is to use it + passive verb + that-clause or it + passive verb + wh-clause:

It is said that the cost of accommodation in the town centre will rise. or less formally They say that the cost of accommodation in the town centre is going to go up.

It was explained how difficult it is to prevent flooding in the area. **or less formally** They explained how difficult it is to prevent flooding in the area.

2.2 Introductory it as object

We can use it as the object of a verb in a number of patterns:

verb + it + that-/if-/wh-clause

I wouldn't like it if I had to get up at 6 o'clock.

I couldn't believe it when the agent said the decoration was 'in good condition'.

would appreciate + it + if-clause

I would appreciate it if you could send me further details of the apartment.

verb + (it) + that-clause

We've just got to **accept that** neither of the apartments is perfect. **or informally** We've just got to **accept it that** neither of the apartments is perfect.

verb + it + adjective + that-/wh-/to-infinitive clause

The owner didn't make it clear whether they were included in the price.

I think it's highly unlikely ... (informal) I think it highly unlikely that the seller will reduce the price. (formal)

leave/owe + it + to somebody + to-infinitive

I think we should leave it to the estate agent to talk to the owner about whether curtains are included.

verb + it + as + adjective + that-/if-/wh-clause

I see it as essential that there should be somewhere to park.

2.3 There

START POINT

There's a bus stop just outside the apartment block.

There are lots of new apartments being built in the city centre.

There + be is used to introduce new information, saying that a person or thing exists, happens, or is found in a particular place.

Because we use there to introduce topics, the noun after there + be often has an indefinite meaning, so we often use a/an, no article, any(one) + noun or some(thing), no(body):

There's a car park behind the Canley apartment block (not There's the car park ...)

There's something about parking in the information the estate agent gave us.

We use there, not it:

to say or ask if people or things exist or are found in a particular place:

There's nowhere to park. (not It's nowhere to park.)

Was there a dishwasher in the kitchen? (not Was it a dishwasher in the kitchen?)

• to introduce information about quantities and amounts:

There's a big grassy area at the back of the block. There wasn't much space in the bathroom.

There + be is often followed by:

noun + that-/wh-/-ing/to-infinitive clause

There's a chance (that) he might include carpets and curtains.

There are plans to build new apartments not far from the one we looked at.

bound/certain/(un)likely/supposed/sure + to be

There's bound to be a regular bus service from there.

There is also often followed by is, are, was or were. However, also common are:

there + auxiliary/modal verb + be

There must be someone we know who would redecorate it.

there + seem/appear + to be

There seem to be good and bad aspects of each apartment.

there + passive reporting verb + to be

There is expected to be a lot of interest in the property.

Other reporting verbs commonly used in this pattern are estimate, find, reckon, report, say, think.

verb + there + to be

I wouldn't **expect there to be** many people interested in buying the apartment. **or** I wouldn't expect many people to be interested ...

23 It and there

If the noun after there is singular or uncountable, the verb is singular; if the noun is plural, the verb is usually plural (although there's is often used in informal speech):

There's a supermarket within walking distance.

There are so many things to think about. or informally There's so many things ...

If a noun phrase after there consists of two or more nouns in a list, we use a singular verb if the first noun is singular or uncountable, and a plural verb if the first noun is plural:

There was just a bed, a small wardrobe and some bookshelves.

There were just some bookshelves, a bed and a small wardrobe. or informally There was just some bookshelves ...

2.4 Common expressions with it's no and there's no

Common expressions with it's no include: it's no secret that, it's no surprise that, it's no use/good + -ing, it's no coincidence/accident that, it's no longer necessary to, it's no bad thing to, it's no doubt true that, it's no doubt the case that, it's no exaggeration to say that.

It's no wonder they've been having problems selling the apartment.

Common expressions with there's no include: there's no doubt that, there's no chance/denying that, there's no choice/alternative but to, there's no chance/hope of + -ing, there's no need to, there's no point in + -ing, there's no question of + -ing, there's no reason to, there's no harm in +-ing.

There's no hurry to decide.

| 3 | Rewrite the underlined parts of the sentences where possible, beginning with there. |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Some tickets are left for the concert. Do you want to go? There are some tickets left |
| 2 | I thought I heard voices, but when I opened the door <u>nobody was in the room</u> . |
| 3 | Omar's having a party this weekend even though his birthday isn't until next month. |
| 4 | You can find lots of bookshops in town. In fact, one is opposite the railway station. |
| 5 | Only ten places are available on the course, so you need to apply soon. |
| 6 | When I opened the fridge I found that <u>no milk was left</u> . |
| 7 | My hands were shaking as I walked into the exam room. |
| 8 | Something was on the radio this morning about using weeds in cooking. |
| 3 | Add the missing it or there to each sentence in an appropriate space (a, b or c). |
| 1 | When the weather (a) is dry, (b)it is estimated (c) that 50,000 people cycle to work in the city. |
| 2 | Fraser has said (a) he will retire from football if (b) is thought to be no chance of his ankle injury healing (c) in the foreseeable future. |
| 3 | Is (a) a swimming pool in the hotel (b) we're staying (c) at? |
| 1 | I'm afraid (a) warried (b) me to see (c) Min looking so thin |

| 5 | | though (a) took (b) hours of practice, I eventually managed (c) to play a tune the flute. |
|------|------|------------------------------------------------------------------------------------------------------------------------------------------|
| 6 | - | ost people had left (a) the party and I decided (b) that (c) was time I went me, too. |
| 7 | | ientists say that (a) is (b) very little evidence that (c) mobile phone use mages health. |
| 8 | Но | ow far (a) is (b) from (c) Paris to Berlin? |
| - | 2 2 | Complete the sentences using an expression with it's no or there's no and one of the words from the |
| | | dd any other words necessary. |
| To a | | |
| C | hand | ce good harm hurry longer need secret wonder |
| 1 | A: | The opinion polls don't look good for President Broom, do they? |
| | | Well, he's raised income tax three times in the last year and over a million people are unemployed. |
| | | <u>lt's no wonder</u> he's so unpopular. |
| 2 | A: | If only I'd warned Rashid about the bad weather. |
| | | blaming yourself for the accident. He knew it was stupid to go walking in the hills |
| | | when there was a risk of heavy snow. |
| 3 | A: | Apparently, Lily's looking for a new job. |
| | B: | that she's thinking of leaving. She's been telling everyone about the jobs she's |
| | | applied for. |
| 4 | A: | Do you think your sister would lend us her car? |
| | | Well, asking her. She can only say 'no'. |
| _ | | |
| 5 | | If we run, we might just get the 9.00 train. No, catching it now. Let's have a coffee and wait for the 9.30. |
| | D; | No, Catching it now. Let's have a conee and wait for the 9.30. |
| 6 | | I'm really sorry I missed the meeting. |
| | B: | to apologise. We didn't discuss anything particularly important. |
| 7 | A: | We used to spend hours playing in the river when we were children. |
| | B: | But it's so polluted now that possible to swim in it safely. |
| 8 | A: | Come on, we'll be late. The film starts at 7.30, doesn't it? |
| | | .There's always lots of adverts on before the main film starts. |
| | | |
| 3 | .4 | Complete the conversations by reordering the words in brackets. If necessary, add it or there. |
| 1 | A: | Why did you move out of the flat? |
| | B: | My flatmates were constantly shouting at each other, and I <u>hate it when people argue</u> all the time. (argue – hate – people – when) |
| 2 | A: | Do you think you've got a chance of getting the job? |
| | B: | Not really, but put in an application, does it? (doesn't - hurt - to) |

3 A: Hello, I've got an appointment with Dan Jackman. What room is he in? B: I'm sorry, but ______ the name of Dan Jackman here. (by - is - nobody) 4 A: Did you find your car keys eventually? B: Yes, _____I'd left them at home. (out - that - turned) 5 A: Do you think the concert will be a sell-out? B: No, I _____ many people there at all. (be - don't - expect - to) 6 A: So as a classroom assistant, what do you do exactly? B: Well, I to help the weaker pupils keep up with the rest of the class. (as - my - role - see)7 A: Will you be able to email me from the hotel? B: Yes, I ______access in every room. (Internet - think - is) 8 A: Oh, great, lemon sorbet! My favourite. B: I ______you liked it. (remember - saying - that - you) 9 A: The forecast says it's going to be much cooler tomorrow. Not very good for our walk. B: Actually, ______it's chilly. I don't like hot weather. (I - if - prefer) 10 A: I'm not really looking forward to going to the dentist tomorrow.

B: You'll be fine. ______worried about it. (reason - get - to - no)

Reading and Use of English Part 4

For questions 1 – 6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given. Here is an example (0).

| 0 | People think that there are fewer than 4,000 tigers surviving in the wild in India. THOUGHT | | | |
|---|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|--|--|
| | There are thought to be fewer than 4 | 4,000 tigers surviving in the wild in India. | | |
| 1 | It's no secret that John moved to a part-time jo | b so that he could spend more time playing golf. | | |
| | It's no secret that John moved to a part-time jo playing golf. | b able to spend more time | | |
| 2 | All the tickets have been sold, so it is impossib QUESTION | le to rearrange the concert at this stage. | | |
| | All the tickets have been sold, so | the concert at this stage. | | |
| 3 | I hadn't seen Mia for over 20 years, but I didn't find it difficult to recognise her at the airport. DIFFICULTY | | | |
| | I hadn't seen Mia for over 20 years, but I had _ | her at the airport. | | |
| 4 | Although Clara and Mark have very different personalities and interests, they seem to have a good relationship. | | | |
| | ALONG | | | |
| | Although Clara and Mark have very different permanent another very well. | | | |
| 5 | They didn't mention the subject of unpaid holidays until the end of the interview. BRING | | | |
| | Not until the end of the interview | the subject of unpaid holidays. | | |
| 6 | I've made my mind up, so it is useless to discu | ss this further. | | |
| | I've made my mind up, so | this further. | | |

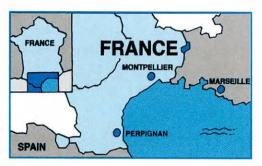
Complex prepositions and prepositions after verbs

Complex prepositions; verb + preposition: common patterns; phrasal verbs: word order

Context listening

1.1 Osman is flying tomorrow afternoon to visit his friend Sofia in the south of France. What do you know about this part of France?

1.2 230 Listen to their telephone conversation. Which of these instructions best represents the advice Sofia gives to Osman?



- 1 Take a taxi from the airport to Montpellier station. Take the bus from Montpellier to Perpignan. Take a taxi from Perpignan station to the hotel. Eat at Café Mathis on Wednesday evening. Be in the hotel foyer at two o'clock on Thursday afternoon.
- 2 Take the bus from the airport to Montpellier station. Take the train from Montpellier to Perpignan. Walk from Perpignan station to the hotel. Eat at Le Metropole on Wednesday evening. Be at Café Mathis at two o'clock on Thursday afternoon.
- 3 Take a taxi from the airport to Montpellier station. Take the train from Montpellier to Perpignan. Walk from Perpignan station to the hotel. Eat at Le Metropole on Wednesday evening. Be in the hotel foyer at two o'clock on Thursday afternoon.
- 4 Take a taxi from the airport to Montpellier station. Take the train from Montpellier to Perpignan. Take a taxi from Perpignan station to the hotel. Eat at Café Mathis on Wednesday evening. Be in the hotel foyer at two o'clock on Thursday afternoon.

1.3 230 Listen again and write the exact words from the recording. The number of words you should write in each space is given in the square brackets.

| 1 | I'm really sorry, but I've messed | [1]0 | r plans [2] fo | or tomorrow. |
|---|----------------------------------------------|--------------|-------------------|---------------------------|
| 2 | So I won't be able to pick | _[1] | [1] at the a | irport after all. |
| 3 | I've found[1] | [3] from | the SNCF website | 2 |
| 4 | You'll need to buy a ticket before you get _ | | [1] | [2]. |
| 5 | so when you've checked | [1] | (2), I sugg | gest you get a meal there |
| 6 | l'll sort[1] | [2] when I p | oick you up on Th | ursday afternoon. |
| 7 | Relax on Thursday morning and walk | [1] | | _[1]. |

1.4 In which of the extracts can you reverse the order of the words in the first space and the words in the second space?

Grammar

2.1 Complex prepositions

Prepositions can be either simple (one word) or complex (two or more words):

I'm really, really sorry about this. (simple)

The bus will only take you as far as the main square. (complex)

Common examples of complex prepositions include: in accordance with, as against, along with, with effect from, in the event of, in exchange for, irrespective of, on the part of, in place of, for the sake of, thanks to, by way of.

Some complex prepositions have a meaning similar to a simple preposition:

I wasn't able to reschedule the meeting, in spite of my efforts. (= despite)

All the people in front of me had been queuing for a long time. (= before)

2.2 Verb + preposition: common patterns

START POINT

Don't forget to bring your camera with you.

I insist on paying your hotel bill.

After some verbs a preposition is needed to link the verb to what follows. If the preposition is followed by a second verb, the verb must be an -ing form.

- verb + object + prepositional phrase:
 - I tried to reschedule the meeting for next week, but it's just impossible.
- verb + preposition + object + preposition + object:
 She complained to the company about the unreliability of their bus service.
- verb + preposition + -ing:
 Don't worry about getting lost.
- verb + object + preposition + -ing:
 I'd advise you against catching the bus.
- verb + preposition + object + -ing:
 You can depend on the train running on time.

2.3 Phrasal verbs: word order

START POINT

I've **booked you into** a hotel not far from the station. Book into is a transitive, two-word phrasal verb. The object here is you and the particle is into.

While you're strolling around, look out for Café Mathis. Look out for is a transitive, three-word phrasal verb.

The object here is Café Mathis and the particles are out and for.

Something's come up at work. Come up is an intransitive phrasal verb. There is no object.

Some phrasal verbs can be used transitively or intransitively with the same meaning: Feel free to call me back if there's anything that's not clear about tomorrow.

Call back later.

Others have different meanings when they are used transitively and intransitively: *I've looked up the online timetable.* (transitive verb = I've found the information)

The weather seems to be looking up now. (intransitive verb = improving)

With most phrasal verbs, the object can go before or after the particle:

I'll **sort out the bill** when I pick you up on Thursday morning. **or** I'll **sort the bill out** when I pick you up on Thursday morning.

With these verbs we tend to put the object after the particle if the object is long:

You might want to **take down** some of the information I'm going to give to you. **rather than** You might want to **take** some of the information I'm going to give to you **down**.

and we always put the object before the particle if the object is a pronoun:

I won't be able to pick you up at the airport after all. (not I won't be able to pick up you at the airport after all.)

If the object consists of two or more items connected with *and*, it can occur before or after the particle even if one or both of the items is a pronoun:

When I'm next in London I'll look you and your wife up. or ... I'll look up you and your wife. (look up = go and see them)

With some phrasal verbs, the object must go after the particle(s):

When you've checked into the hotel, I suggest you get a meal there. (not When you've checked the hotel into ...)

With a few phrasal verbs the object must go between the verb and the particle:

Although she was the youngest in the class, she used to **order the other children about**. (not ... she used to order about the other children.)

A few three-word phrasal verbs have two objects, one after the verb and the other after the particles: I'll take you up on your offer to buy me a meal. (verb = take up on; objects = you and your offer)

Grammar exercises

| 3.1 | Complete the sentences using the notes in brackets. Use an appropriate tense for the verb. If two |
|--------|---------------------------------------------------------------------------------------------------|
| word o | orders are possible, give them both. |

| 1 | 1 Sam sings really well. He <u>takes after his father</u> (to | ake / his father / after). |
|---|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 2 | 2 I decided it was time to(the away). | row / some of my old exercise books from school / |
| 3 | 3 Sofia got really angry during the meeting, and eventually her papers / up) and stormed out. | she(gather / |
| 4 | 4 (bump / Lea / into) in tow | n. She said she'll phone you later. |
| 5 | 5 I really can't(tell / the twins | s / apart), they look so similar. |
| 6 | 6 I don't suppose there's any way we can is there? | (talk / you / leaving college / out / of) |
| 7 | Our neighbours are so inconsiderate. Last night they me and my husband / up) at three o'clock in the morning | |
| 8 | The new shop has loads of computers on show so that yo | ou can (try / them / |

3.2 Complete the sentences using a complex preposition which includes the word in brackets followed by a sentence ending from the box. Use the common complex prepositions in 2.1 in this unit to help you.

| | their ability to pay an apology | their health the 10,000 predicted | a cut in their salaries an excellent art gallery | The Market Control of the Control of |
|---|------------------------------------------|-----------------------------------------------------|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | The workers got e | xtra paid holiday <u>in exc</u> | change for a cut in the | r salaries . (exchange) |
| 2 | The concert attrac | cted only 2,000 people _ | | . (opposed) |
| 3 | I think healthcare | should be available to al | l people, | . (regardles |
| 4 | She's lost a lot of v | veight recently, | | (thanks) |
| 5 | My parents want t | o move somewhere out | of the city | (sake) |
| 6 | | nall town, but it has an i | nteresting natural history (along) | museum |
| | - | | . , , | |
| 8 | The road will be cl | osed for major repairs _ | | . (effect) |
| 1 | fire which has led was burned down | to the closure of the ma | in east coast rail line at Cre r damage to the track. Rail | witnesses / information) about the ewbury. A factory next to the line passengers are currently being |
| 2 | illegal arms sales, s | heaccusation would not _ | (dismiss / the rep | reported that she personally approved orts) 'completely untrue'. She went(prevent / do) her job, and that she |
| 3 | World Youth Math excellent results in | s Challenge. The Prime A the competition. He sai | Minister id that they | er today after they competed in the(congratulate / achieve)(benefit / take part) age young people's enthusiasm for |
| 4 | the issue of fish co | nservation. During a dis | | (quarrel / European counterparts) sh stocks, Ms Haddad got into a heate ne meeting. |

3.4 Complete this letter by writing a preposition in each space.

| Dear Jodi, |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sorry I haven't been (1) touch (2) you for such a long time, but it's been a busy few months. |
| Earlier this year I heard that my great-aunt had died. Apart (3) seeing her a couple of times at my parents' house, I didn't really know her. So you can imagine my surprise when I found (4) she'd left me a cottage along (5) some money in her will! |
| When I saw the cottage, I just fell in love with it. It's close (6) a beautiful little village, and looks out (7) the sea. My great-aunt used it as a holiday home, and I've decided to do the same. Unfortunately, it's been badly looked (8) , so I've had to spend most weekends this year sorting the place (9) |
| I knew it was (10) need (11) some work, and at first I thought I could get away (12) giving it a quick coat of paint. But I soon realised it was a much bigger job. There were holes in the roof, and the window frames were so rotten some of the panes of glass were (13) danger (14) falling out. |
| I was walking around the village one Saturday, wondering what best to do, when who should I run (15) but Barney Adams. Do you remember him from school? As luck would have it, he now works in the village as a builder and decorator. We got talking, and he said he'd come (16) and look (17) the house. |
| Naturally, I took him up (18) his offer! He got really enthusiastic about it. He talked me (19) replacing all the windows, and he's put in a new central heating system (20) place (21) the old coal fires. I've had to prevent him (22) extending the kitchen, which he was keen to do! He's checked the roof (23) , and fortunately that doesn't need replacing. Thanks (24) Barney, the house is now looking brilliant, and (25) comparison (26) other builders, he doesn't charge very much. |
| The next project for me is to clean (27) the mess in the garden, as it's completely overgrown. If you want to come (28) and help me (29) some time, feel free! You'll always be very welcome. |
| Love, |
| Emily |

Listening Part 1

You will hear three different extracts. For questions 1 – 6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract One

You hear two friends talking about doing team sports in the schools they went to.

- 1 Which aspect of participating in team sports do the friends disagree about?
 - A that it kept them fit
 - B that they made good friends as a result
 - C that competition in team sports is positive
- 2 In the man's opinion, team sports at his school
 - A helped him to avoid failure in later life.
 - B distracted him from his academic studies.
 - C encouraged him to do sport as an adult.

Extract Two

You hear two friends talking about reading.

- 3 What is the woman doing during the conversation?
 - A persuading the man to use his e-reader
 - B complaining about paperback books
 - C encouraging the man to read more
- 4 What reason does the man give for preferring printed books to e-readers?
 - A They are easier to read.
 - B They display a person's interests.
 - C They can be shared with friends.

Extract Three

You hear two people talking about receiving marketing texts on mobile phones.

- 5 Why doesn't the man like marketing texts?
 - A They are not interesting.
 - B They are not effective.
 - C They are usually unwanted.
- 6 How does the woman respond to the man's criticism of marketing texts?
 - A She says people are interested in receiving them.
 - B She says she sends them to people who have agreed to receive them.
 - C She says it can be difficult to prevent companies breaking the rules.



25 Prepositions after nouns and adjectives

Context listening

1.1 Do you prefer reading the news online or in a newspaper? Why?

1.2 32 Kate Pearce has set up an online newspaper called Happening. Recently she visited her old school to talk to students about how she set up the paper. Listen to the question and answer session and number these steps in the order Kate mentions them.

| contact advertisers |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| learn how to design a website |
| give more information about famous people |
| gather feedback on the website |
| respond to criticism |
| borrow some money |
| design a prototype website |
| increase involvement of teenagers |
| have the idea of a newspaper for teenagers1_ |
| .3 2 Listen again and write the exact words you hear in the spaces. |
| I'd also had the opportunity to do a course on website design, and th <u>influenced</u> y decision. |
| I felt that there was a big an online newspaper. |
| But we did money to live on. |
| We took the work on it for six months. |
| I think there'll always be a traditional newspapers. |
| And do many people Happening? |
| In the early days we used to get quite a lot of our news coverage. |
| Young people very high standards nowadays. |
| We've include a section on celebrities. |
| Young people may be able to have an government policies. |
| .4 Underline the nouns you have written in 1.3, and find the related verb or adjective. Which noted the same preposition as the related verb or adjective? |
| |

1 influenced (verb - no preposition) + 10 influence on

Grammar

START POINT

I felt that there was a big demand for an online newspaper.

It was difficult to generate business at first.

Many nouns and adjectives are typically followed by particular prepositions.

2.1 Noun + preposition: related verbs and adjectives

Many nouns are followed by the same prepositions as their related verb or adjective:

We used to get quite a lot of complaints about our news coverage. Or People used to complain a lot about our news coverage.

I wanted to increase young people's **awareness of** current affairs. **OF** I wanted to make young people more **aware of** current affairs.

A few are followed by different prepositions from their related adjective:

We take pride in the design of our website. Or We are proud of the design of our website.

Some take a preposition where their related verb does not:

Young people may be able to have an **influence on** government policies. **Or** Young people may be able to **influence** government policies.

Noun + preposition + -ing or noun + preposition + noun

Most noun + preposition combinations can be followed either by an -ing form or a noun:

There have been **protests about locating** a new nuclear power station on the east coast. **or** There have been **protests about the location of** a new nuclear power station on the east coast.

Some noun + preposition combinations are more often followed by a noun than an -ing form:

I felt there was a **demand for the publication** of an online newspaper. **rather than** I felt there was a **demand for publishing** an online newspaper.

2.3 Noun + of + -ing or noun + to-infinitive

Some nouns can be followed by either of + -ing or a to-infinitive with little difference in meaning:

The **idea of setting up** some kind of newspaper for young people came from that time. **OT** The **idea to set up** ... I had the **opportunity to do** a course on website design. **OT** I had the **opportunity of doing** a course on website design.

Some nouns have more than one meaning and are followed by either of + -ing or to-infinitive depending on which meaning is used:

Young people get the chance to contribute in various ways. (chance = opportunity)

The banks thought there was little chance of making it a commercial success. (chance = likelihood)

Some nouns can be followed by of + -ing, but not a to-infinitive:

The difficulty of persuading the banks to lend us money meant that we had to borrow money from our parents. (not The difficulty to persuade the banks ...)

Some nouns can be followed by a to-infinitive, but not of + -ing:

We took the decision to work on it for six months. (not We took the decision of working on it ...)

2.4 Noun + in or noun + of

We use increase/decrease/rise/fall + in when we talk about what is increasing or decreasing, and increase/decrease/rise/fall + of to talk about the amount of an increase or decrease:

The recent **increase in** hits on the website means that we can charge more for advertising space. (not The recent increase of hits ...)

We've had an increase of about 50% (not We've had an increase in about 50% ...)

Other nouns like this include: cut, decline, downturn, drop; gain, growth, jump, leap.

2.5 Adjective + preposition: expressing feelings

Many adjectives which refer to feelings or opinions are followed by particular prepositions:

Young people seem generally very enthusiastic about the site.

They were very wary of advertising on the site.

2.6 Adjective + preposition: different meanings

Some adjectives are followed by different prepositions, depending on meaning:

I knew they were concerned about what was going on. (concerned about = worried about)

We have a reviews section, which is concerned with films, CDs ... (concerned with = to do with)

Grammar exercises

3.1 Complete each sentence with an appropriate preposition.

| 1 | I've been afraid of the dark ever since I was young. |
|---|--------------------------------------------------------------------------------------------------------------------------------------|
| 2 | Get Felix to do the decorating. He's particularly good wallpapering. |
| 3 | We ought to get our website redesigned. I think it would be good business. |
| 4 | I was really furious Steve for turning up so late. |
| 5 | Local people are furious the decision to build a power station. |
| 6 | The teacher kept the whole class in after school, which I thought was unfair those of us who hadn't been behaving badly. |
| 7 | I'm really sorry the coffee on the carpet. I didn't notice your cup there. |
| 8 | I feel really sorry Azra. She lost all her work when her computer crashed. |
| | Rewrite the underlined part of each sentence using a noun related to the shaded verb or adjective. |
| 1 | At the meeting we <u>discussed</u> the pros and cons of private education. <u>had a discussion about / on</u> |
| 2 | She admitted that the salary increase <u>influenced</u> her decision to take the new job. |
| 3 | Alex has done very well at university and we <u>are proud of</u> his achievement. |
| 4 | Although I don't agree with his political beliefs, I greatly admire his writing. |
| 5 | The flooding <u>seriously damaged</u> many of the houses in the village. |
| 6 | To solve the problem of severe traffic congestion, drivers are to be charged £10 a day for bringing their cars into the city centre. |

3.3 Choose the correct option. In some sentences both are correct.

- 1 Researchers have developed a treatment that they claim can significantly reduce the likelihood of getting / to get skin cancer.
- 2 After his heart attack, Tom had the sense of cutting / to cut down on the amount of fatty foods he ate.
- 3 The government has withdrawn its opposition to using / the use of private hospitals in the National Health Service.
- 4 Has there been an increase or decrease in visiting / the number of visitors to the National Park over the last ten years?
- 5 It was Nur who had the idea of organising / to organise a fashion show to raise money.
- 6 Have you ever regretted your decision of moving / to move to Sweden?
- 7 There seem to be two main factors behind closing / the closure of the car factory.
- 8 The focus of the conference is on protecting / the protection of endangered species in the rainforests of central Africa.
- 9 The party still shows no sign of recovering / recovery from its election defeat last year.
- 10 As she was writing, I noticed she had a very strange way of holding / to hold her pen.

3.4 Choose the correct prepositions.

A A conversation between two employees of the same company, Trimstep.

A: I'm really fed up (1) by / with / for my job. I've been doing the same thing at Trimstep for ten years, and I'm tired (2) of / in / to the same old routine.

B: But I thought you were keen (3) for / of / on your job. You've always seemed so enthusiastic (4) with / about / for it.

A: Well, I used to be very impressed (5) to / for / by the managers. But now they're only interested (6) in / to / with making money and they seem indifferent (7) in / to / by how the staff feel. There are rumours that business isn't going well, so a lot of people are worried (8) by / about / in their jobs. In fact, one of the senior managers left last week. He obviously wasn't satisfied (9) with / for / in the way the company's being run. Maybe it's time I started looking around for something new, too.

B Part of a speech made by a senior manager of Trimstep to employees.

'I know that some of you have expressed anxiety (1) about / with / in Mr Madson's sudden departure (2) for / by / from the company last week. I was very disappointed (3) for / with / on his decision to resign. I must admit that the last few months have been difficult, and at times we've been very concerned ourselves (4) by / in / about the future of the company. However, we have now developed an association (5) for / with / of a firm of retailers in Southeast Asia, and we're extremely pleased (6) with / for / in this development. We did at first have a disagreement (7) for / by / over safety standards, but this has been resolved and they have now indicated their satisfaction (8) for / to / with the design changes we've made. We hope to sign a major contract with them in the next few days. To all of you I want to express my gratitude (9) with / for / by your belief (10) in / with / about the company and your continuing support (11) in / for / by the management team.'

Reading and Use of English Part 1

For questions 1 – 8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

| Seasonal affective disorder | | | | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-------------|---|------------|---|--------------|---|------------|
| Seasonal affective disorder, or SAD, is a type of depression that follows the seasons, with most SAD sufferers (0) symptoms during winter months. Symptoms include disturbed sleep and difficulty staying awake | | | | | | | | |
| during the day. For many, SAD is a (1) condition which causes (2) discomfort, but no severe | | | | | | | | |
| suffering. This form of SAD is referred to as 'winter blues'. For others, however, it is a serious illness which | | | | | | | | |
| might (3) them living a normal life. | | | | | | | | |
| SAD is a response to the (4) of daylight hours and lack of sunlight in winter. It is mainly found (5) people living in high latitudes. However, it is rare within 30 degrees of the Equator, where daylight hours are long and constant. The relationship between reduced daylight and SAD is not (6) understood. It is thought that it affects the brain's production of serotonin and melatonin, but precisely why depression is triggered by a fall (7) the production of these hormones is unknown. The most common treatment (8) SAD is light therapy in which sufferers are exposed to a very bright light for up to four hours per day. | | | | | | | | |
| 0 | A | confronting | В | addressing | C | experiencing | D | finding |
| 1 | Α | mild | В | weak | C | gentle | D | slight |
| 2 | Α | the | В | some | С | а | D | no |
| 3 | A | limit | В | prevent | С | obstruct | D | prohibit |
| 4 | A | weakness | В | shortage | С | failure | D | shortening |
| 5 | Α | by | В | on | С | among | D | between |
| 6 | A | visibly | В | highly | С | clearly | D | extremely |
| 7 | A | from | В | to | C | in | D | of |
| 8 | Α | with | В | for | С | of | D | by |

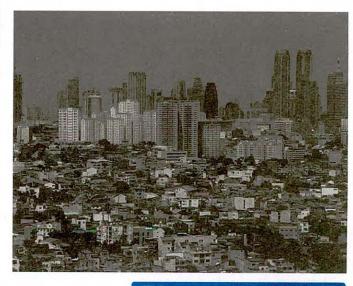
26 Cities

Urban growth, urban living

Urban growth

1.1 Think of a city you know well. Which of these phrases do you associate with it? Put a (\$\sqrt{}\$).

an important commercial centre _____ a vibrant cultural centre ____ a major tourist attraction ____ a sprawling metropolis ____ gridlocked rush-hour traffic ____ accessible open spaces ___ run-down estates ___ affluent suburbs ___ steeped in history ___ seriously polluted ___ densely populated ___ friendly and welcoming ____



1.2 Choose the best words to complete the text.

Urban sprawl is the unchecked spreading of a city or its
(1) <u>suburbs</u> / residences. It often involves the (2) <u>demolition</u> /
construction of residential or commercial buildings in
(3) rural / environmental areas or otherwise undeveloped
land on the (4) <u>outskirts</u> / neighbourhoods of a city. Typical
(5) residents / commuters of these areas live in single-family
homes and travel by car to their jobs in the city. Concerns
over urban sprawl largely focus on negative (6) costs /
consequences for residents and the local
(7) environment / space. The tendency of people living in
these neighbourhoods to commute to work means that urban
sprawl is sometimes associated with increased air
(8) pollution / pollutant from car exhaust fumes.

| THE RESERVE | | | | | | | |
|-------------|------|----------|--------|----------|-------|-------|-------------|
| 1 2 | Find | words in | the to | et which | match | thorn | definitions |
| | | | | | | | |

| 1 | related to towns and cities | |
|---|------------------------------|--|
| 2 | related to trade or business | |
| 3 | particular part of a place | |
| 4 | not previously built on | |
| 5 | people who live in a place | |

Vo

Vocabulary note

This book draws attention to language chunks of the following types:

COLLOCATIONS = words frequently used together: densely populated, leafy suburbs, open spaces, violent crime

COMPOUND NOUNS = nouns made up of two or more words: tourist attraction, skyscraper, cost of living (See Unit 5, 2.1 for more on compound nouns.)

DEPENDENT PREPOSITIONS = some adjectives, nouns and verbs are followed by particular prepositions: steeped in history, plagued by crime (See Unit 24, 2.1 and Unit 25, 2.2 for more on dependent prepositions.)

PHRASAL VERBS = two- or three-part verbs with idiomatic meanings: break down, get around, look forward to (See Unit 25, 2.3 for more on phrasal verbs.)

IDIOMS = phrases with special meaning that cannot be understood from the individual words: go to town on something, hit the road, cut and dried

area

attractions

1.4 WORD BUILDING Complete the table with words which have related meanings.

| Noun | Verb | Adjective |
|----------------------------------------|------|-------------|
| demolition | | |
| (place, activity) (company, person) | | undeveloped |
| resident (person) (place) | 2 | |
| environment (person, activist) | x | |
| pollution (problem) (substance) | | |

1.5 Complete the compound nouns in these sentences with words from the box.

pollution

rush traffic

jams

fumes

| 1 | The Eiffel Tower is one of the most popular touristi | n the world. |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| 2 | Our council is doing everything it can to combatcongestion, including charging drivers every time they drive into thecentre. | Some |
| 3 | The underground is an integral part of the publicsystem in many large cities. | mean |
| 4 | Since the town centre became a traffic-free pedestrian, shopping has been a more pleasant experience. | -friend welco |
| 5 | Exhaust from cars, buses and lorries are the main cause of air in cities. | softwo |
| | There are frequent traffic during the morning and evening hours in many towns and cities. Complete the following sentences using the words in bold and a | obses footbo Note: is sin |
| su | ffix from the Vocabulary note. | |
| 1 | Our neighbourhood doesn't have any crime . It's aneighbourhood. | In eve |
| 2 | There's a zone around the school where cars cannot go. It's a zone. | use person |
| 3 | The council is planning to make the city centre suitable for cyclists. It's going to be a centre. | the tro |
| 4 | I need accommodation where they allow pets. I needaccommodation. | The p used i |
| 5 | The young people around here are all obsessed with their cars. They're | |
| 6 | Many of my colleagues are obsessive about their work. They're all | |

transport

Vocabulary note

Some adjectives have a special meaning as noun suffixes.

- -free = without an undesirable thing: I always buy fat-free yoghurt.
- -friendly = suitable for or welcoming of: Child-friendly software comes pre-installed.
- -mad = liking or doing something obsessively: My husband is football-mad.

Note: The noun in these phrases is singular.

ERROR WARNING (O)



In everyday speech and writing we use people as the plural form of person: There were a lot of people on the station, but only one person got on the train.

The plural form persons is rarely used in speech, but is used in certain formal contexts: The crime was committed by person or persons unknown.

Urban living

| 2.1 33 Listen to | two people talking about living in a city. Compl | ete these sentences with words used |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| | and bustle. | |
| | life, I come into regular | with people from all over the world |
| | | |
| | nted the incredible of entertainmen | t on oller. |
| - The second sec | s the of living. | |
| 5 Her parents own a fl | at in the of London. | |
| 6 It was really conveni | ent, just being able to on a bus or ta | ke the |
| 7 Crime | are higher in cities than in areas. | |
| 2.2 What do you th from 2.1 and add your | ink are the advantages and disadvantages of city own ideas. | life? Make two lists. Use expressions |
| ADVANTAGES | convenient public transport, | |
| DISADVANTAGES | crime, | |
| We've been weighing Most people have up We need some give a | to the country for the peace and quiet. g up the pros and cons of commuting. os and downs at work. and take between residents and developers. | b busy, noisy activity c compromise d calm atmosphere e advantages and disadvantages |
| the ends of the lines. | FORMATION Complete the text with the corre | ct forms of the words in capitals at |
| (CCTV) surveillance sy some countries. For so benefit, as they take co | growth in the number of closed-circuit televis estems in recent years is transforming city centres in ome people, the cameras have a (1) comfort in the (2) that they are | |
| | otected. In some neighbourhoods, there are even | |
| | CCTV systems, which allow local | INCLUDE |
| | to tune in to community TV and watch what is ir front doors. People know the cameras can be | RESIDE |
| | in solving crimes, but are they right to believe | HELP |
| | ng them safer? According to one crime expert, | |
| | ucted a study of 14 CCTV systems and found | |
| that, in general, the (6) | | INSTALL |
| The state of the s | little impact on crime. In only one of the 14 areas | SURPRISE |
| could a (8) | drop in crime levels be linked to CCTV. | SIGNIFY |

Reading and Use of English Part 5

You are going to read a magazine article. For questions 1 – 6, choose the answer (A, B, C or D) which you think fits best according to the text.



Exam tip

There are often questions which relate to the main idea of the text as well as questions about detail. In this practice task, question 1 relates to the main idea.

Rome: ancient life in a modern city

Sigmund Freud once compared the human mind to the city of Rome. He was talking about its intriguing layers. Just as the mind has a build-up of memories, Rome has a history that goes deeper and deeper: every modern building is on top of a renaissance one, and under that you find the medieval buildings, and then ancient Rome itself. Freud might also have said that – just as with the mind – as you go deeper into the city you find the unpleasant parts like the slums as well as the clean, splendidly 'proper' parts.

Ancient Rome was home to a million people and was, in its time, the biggest city in Europe. Most of that million, from the dockworkers to the hairdressers, didn't live in spacious marble villas. They were packed into tower blocks that lined narrow streets, with hardly any public services. It must have been a tough place to survive in.

So where can you still find signs of these ordinary 'high-rise Romans'? Amazingly, the answer is 'all over the city'. You only need to know where to look, and keep your eyes open. My favourite remnant of ordinary ancient Roman life is still standing in the heart of tourist Rome. It's part of a tower block, still surviving to five storeys in a modern square – just underneath the Victor Emmanuel monument. Most of these blocks have fallen down, but this one was lucky: it survived because it was turned into a church.

It's easy to work out the basic organisation of the block. At street level, there are shops and workshops. The principle was 'the higher you went, the worse it got'. On the first floor you can see some spacious family flats; and above that, bedsits. The question is, how many people were squashed into these rooms? If they were for one person, then this was very "tight living". But if they were single rooms without bathroom or cooking facilities, designed for whole families, they must have been really dreadful conditions.

And in ancient Rome – as this particular high-rise block reminds us – rich and poor lived and worked side by side. There weren't many zones given over exclusively either to the rich or the poor. In fact, if you look hard enough, you can find traces of ordinary people inside the most luxurious and ceremonial buildings of the city.

A visit to the ancient Roman Forum can be a disappointment. This was once the centre of Roman public life, where the senate met. It is now a rather mysterious set of ruins, with just a few standing landmarks: two splendid triumphal arches and the three vast columns of the Temple of Castor. The Forum becomes far more interesting if you also look down for the evidence of the ordinary men and women who shared this space with the great and the good — and who had their own things to do there, from a bit of gambling to basic dentistry.

Running along its south side are the now decidedly unimpressive ruins of what was once the splendid Basilica Julia, home of one of Rome's law courts, plus some government offices. Not much survives beyond the floor and the steps leading up to it. A barrier now prevents visitors from walking inside; but actually you don't need to. Look over the barrier on to the steps, and you will see the clear traces cut into the stone of scores of 'gaming boards'. We haven't a clue about the exact rules of the games, but never mind. It's clear that the Basilica Julia wasn't just a place for busy lawyers; go back 2,000 years and you would find the place littered with men with time on their hands, betting on some ancient equivalent of backgammon.

Next door to the basilica is the great Temple of Castor. Here you have to take your eyes off the columns, and look more carefully at the high platform on which they stand. Built into this is a series of little shops and storage units right underneath this grand monument. One of the corner units was a primitive dentist's surgery. Among the most memorable moments for me was going to see the almost 100 teeth discovered a few years ago in its drains, each one expertly extracted and rotten to the core. Each one a witness to human agony, I thought.

- 1 The main point the writer is making about ancient Rome is that
 - A it is completely hidden by modern buildings.
 - B traces of it can be seen everywhere.
 - C it was very similar to modern cities.
 - D it has had a long and fascinating history.
- 2 One of the tall buildings of ancient Rome has been preserved because
 - A it is still inhabited by ordinary people.
 - B it is used as tourist accommodation.
 - C it has been rebuilt.
 - D it was used for a different purpose.
- 3 When she uses the phrase "tight living" in line 17, the writer is pointing out that
 - A people lived in very small spaces.
 - B people did not have many possessions.
 - C people tended to live alone.
 - D people did not need much living space.
- 4 According to the article, the citizens of ancient Rome
 - A lived with people of a similar economic status.
 - B lived on the top floor of tall buildings if they were rich.
 - C were not all housed according to how wealthy they were.
 - D tended to live in large stone houses.
- 5 What unofficial activities does the writer claim took place in Basilica Julia?
 - A sculpture and other visual arts
 - B athletics and other sports
 - C games that involved gambling
 - D the giving of legal advice
- 6 Where were the little shops in relation to the Temple of Castor?
 - A at the same height
 - B below
 - C above
 - D alongside

1.1 Where could you find out more about your ancestors? Put a (\checkmark) .

family diaries _____

Ancestry, autobiography

| Ancestry |
|----------|
|----------|

official records _____

websites __

| additional clue, your (2) ancestors / associates will become more (3) genealogical / geological form. In this (4) process / progress ordinary people, just like you and me. | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| In genealogy you always start from the present and work (5) back search as if you were a detective (6) conducting / concluding and (7) resources / sources and carefully (8) documenting / disclosing need to be able to prove that your line of (9) ascent / descent is confident of (10) descendant / successor of George Washington, but proving its confidence of (10) descendant / successor of George Washington, but proving its confidence of (15) and (15) are confidence of (15) are confi | investigation; looking for clues, interviewing g your facts. This is important because you correct. Anyone can claim that they are a |
| Listen to the talk and answer these questions. Who is this advice aimed at? | Error warning ② |
| What does the speaker warn listeners about? | Information is an uncountable nour and cannot be made plural: I'd like s information about my family. (not |
| | which match these definitions. The number |
| .4 234 Listen to the talk again. Find words and phrases words you should write in each space is given in the square by | |
| words you should write in each space is given in the square by check your information is correct | your facts [3] |
| words you should write in each space is given in the square by check your information is correct | your facts [3] |
| check your information is correctverify_ enjoy talking about memories the most difficult problem to overcome | your facts [3] [1] [3] |
| check your information is correctverify_ enjoy talking about memories the most difficult problem to overcome a small proportion of correct information | your facts [3] [1] [3] [4] |
| check your information is correctverify_ enjoy talking about memories the most difficult problem to overcome a small proportion of correct information shocking personal secrets from the past | [3] [1] [3] [4] [4] [4] [4] [4] [4] [4] |
| check your information is correctverify_ enjoy talking about memories the most difficult problem to overcome a small proportion of correct information | your facts [3] [1] [3] [4] [4] [4] [3] |

older relatives _____ old family photo albums ___

local newspaper archives ____

1.5 WORD BUILDING Complete the table with words which have related meanings.

| Noun | Verb | Adjective |
|----------------------------------|------------|-------------------------------|
| | accumulate | |
| (positive) | х | accurate (positive)(negative) |
| ancestor (person)(general topic) | x | |
| | embellish | |
| 10 | reminisce | |
| (process) (person) | verify | verified (possible to do) |

| | 1.6 | Complete these sentences with words and phrases from 1.4 and 1 | 1.5. |
|--|-----|----------------------------------------------------------------|------|
|--|-----|----------------------------------------------------------------|------|

| 1 | Of the difficulties we faced when we moved to America, overcoming culture shock was the biggest |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 | Even convincing liars usually include a fewof truth in their stories. |
| 3 | Researching my family tree is just a hobby and I at spending any money on it. |
| 4 | Every time my father tells a story he adds some to make them funnier or more dramatic. |
| 5 | Historians have accused a new 'biographical' film about the king's personal life of being wildly |
| 6 | There's an animal living in the woods that makes a sound strangely of a crying baby. |
| | .7 When we talk about secrets we often use the idea that there is something unseen or hidden, e.g. eletons in the cupboard. Underline the language of secrets in these sentences. |
| 1 | A recently published history of the local area exposes long-buried secrets of the family and their influence. |
| 2 | It's not fair to keep residents in the dark about development plans for the local area. |
| 3 | Journalists shouldn't spend their time digging up dirt on celebrities. It's not in the public interest. |
| 4 | The government seem to think that they can just sweep recent statistics on inner-city crime under the carpet. |
| 5 | Although he had tried hard to cover his tracks, all investigators had to do was follow the money. |
| 6 | The councillor tried to muddy the waters over the scrapped housing development when he raised the issue of anti-social behaviour. |
| 1 | .8 Match the expressions you underlined in 1.7 with their definitions. |
| 1 | investigate to find unpleasant or damaging information |
| 2 | make evidence more difficult or impossible to find |
| 3 | confuse an issue under discussion |
| 4 | not share information with people who are interested |
| 5 | make information public which was unknown for many years |
| 6 | ignore or avoid discussion of an issue |

Autobiography

- 2.1 How is an autobiography different from a biography?
- 2.2 Complete the text with words from the box.

accurate appointments blank confront feelings forget



| Autobiography is a curiously naked business. It requires intimacy with which you might have been avoiding for years. You have to (2) dredging from deep down things you might rather (3) whether they are (4) in any objective sense, or simp family (5) | your guilt and fears, Then you must weigh up |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| Any life as long as mine has left a multitude of (6) be those nearest home. Ever since I was a child, I have (7) sketches, soppy poems, notes from girls in my class at school, exam p and boxes and boxes of letters. | scraps of paper, childish |
| Then there are the diaries: the daily record of events and (9) | New Year, allowed me to pinpoint, |

2.3 Which of these words are possible replacements for the words in italics in 2.2?

| Word in 2.2 | Possible replacements | |
|------------------|-------------------------------------------|--|
| 1 weigh up | consider decide regard think about | |
| 2 formulated | created originating put together prepared | |
| 3 a multitude of | a crowd of countless many numerous | |
| 4 valuable | expensive important precious useful | |
| 5 scraps | bits crumbs fragments small pieces | |

| 2.4 | Complete these sentences with words related t | o the words in capital | letters at the ends of the lines. |
|-----|-----------------------------------------------|------------------------|-----------------------------------|
|-----|-----------------------------------------------|------------------------|-----------------------------------|

| 1 | Many people read autobiograp | hies out of | CURIOUS |
|---|-----------------------------------|---------------------------------------------------|----------|
| 2 | I've read the ex-president's auto | biography several times. He describes the many | |
| | experiences | of his life. | FORGET |
| 3 | An essential | of any autobiography is that it should be honest. | REQUIRE |
| 1 | It is very difficult to check the | of information in autobiographies. | ACCURATE |
| 5 | Authors often write about past | behaviour that still makes them feel | GUILT |
| 5 | Authors who are | may not include important past events. | FORGET |

Writing Part 1 An essay

You **must** answer this question. Write your answer in **220 – 260** words in an appropriate style.



Exam tip

Make sure that you read the question and notes carefully, so that you know exactly what you have to do. When you answer the question, remember to deal with the three methods listed. If you want to make use of any of the opinions expressed, use your own words. It is always a good idea to start by making a brief paragraph plan so that you cover all the points in the question.

Look at the exam task and answer these questions.

- 1 How many of the ways listed in the notes do you have to refer to in your essay?
- 2 In what way is expressing an opinion not enough?
- 3 If you express one of the opinions listed, what should you do?

Your class has attended a panel discussion on ways in which historical information relating to your neighbourhood can be collected and recorded for future generations. You have made the notes below.

Ways in which information relating to your neighbourhood can be collected and recorded for future generations:

- consult written records
- record personal interviews
- collect old photographs

Some opinions expressed in the discussion:

"Written records can provide facts but not personal opinions or feelings."

"Old people's memories can be unreliable."

"Photographs may be in poor condition and therefore difficult to interpret."

Write an essay discussing **two** of the ways to collect and record information in your notes. You should **explain which way you think would be more effective** for collecting and recording information for future generations, **giving reasons** in support of your answer.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

Arts events, reviews

Arts events

1.1 Which of these events would you enjoy? Which would you choose not to go to? Put a (\checkmark) or a (X).

| | an emilian en memo) a contemporarly scarptor | |
|---|----------------------------------------------------------------|--|
| 2 | classical music played by an orchestra and a colobrity coloist | |

- classical music played by an orchestra and a celebrity soloist _
- a gig by a stand-up comic _____

1 an exhibition of work by a contemporary sculptor

- 4 a star-studded performance of a popular Shakespeare play ___
- the première of the latest Hollywood blockbuster
- 6 a legendary jazz musician in concert
- an exhibition of historical artefacts
- a new piece by a touring ballet company _____
- a three-day festival headlined by international rock stars ___
- a collection of portraits by a photographer-to-the-stars _____
- 11 the televised auditions for a TV talent show ___
- 12 a collection of jewellery belonging to someone famous ___

1.2 Where would you see each of the events listed in 1.1? Write the numbers (1-12) next to the venues (a-h). Some events could be seen at more than one venue.

| a a | an open-air stac | dium |
|-----|------------------|------|
|-----|------------------|------|

- e a prestigious museum ___
- b a historic concert hall _____ f a theatre
- a public art gallery _____ g a comedy club _____
- d a multiplex cinema
 - h a city park ___

1.3 Add your own words to these lists.

| visual arts | sculpture, |
|---------------------|----------------------|
| styles of music | soul, |
| types of literature | novel, |
| genres of film | thriller, |
| artists | composer, performer, |

Error warning **②**



In 1.1 there are two adjectives which are often confused with similar words

classical/classic

classical = traditional in style or form; of the ancient civilisations of Greece and Rome: Classical literature usually makes heavy reading.

classic = established over time as popular, the best or most typical of its kind: The little black dress is a classic look.

historical/historic

historical = connected with or based on past times: It's a historical novel about the

historic = very important in history: These historic events will shape the nation's future.

Vocabulary note

Notice that we use the definite article the with the names of most entertainment venues: the Sydney Opera House, the British Museum, the O2 Arena, the Odeon cinema.

(See Unit 5, 2.4 for more on the use of the definite article.)

| 1.4 COLLOCATION Match each list of verbs wit | th a noun. | | | | | | |
|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|
| 1 play, hear, write, read | a art | | | | | | |
| 2 shoot, watch, produce, show | b a venue | | | | | | |
| 3 appreciate, buy, create, view | c a film | | | | | | |
| 4 lead, conduct, join, hear | - d music | | | | | | |
| 5 go on, take to, leave, appear on | e an orchestra | | | | | | |
| 6 book, fill, headline, choose | the stage | | | | | | |
| 1.5 Complete these sentences using an adjective for | rom box A and a noun from box B. | | | | | | |
| A academic medical musical scientific surgical match-winning opening third-quarter | R R | | | | | | |
| 1 A stethoscope is a medical instrument . | 5 The saxophone is a | | | | | | |
| 2 A scalpel is a sharp | 6 The was sold out. | | | | | | |
| 3 The striker gave a | 7 The telescope was an early | | | | | | |
| 4 The company delivered a good | 8 University entry depends upon | | | | | | |
| | • | | | | | | |
| 2.1 35 Listen to three people talking about an describe (a-d). One of the events is not described. | rts events. Match the speakers with the events they | | | | | | |
| Speaker 1 a a comedy night at an uni | impressive venue | | | | | | |
| Speaker 2 b a bizarre event at a mode | Salar Sa | | | | | | |
| Speaker 3 c an outdoor art installation | | | | | | | |
| d a memorable concert by | | | | | | | |
| | | | | | | | |
| 2.2 35 Listen again and complete the sentence | es with words and phrases used by the speakers. | | | | | | |
| 1 It was one of the best live music events | I've ever been to. | | | | | | |
| 2 The venue was pretty ordinary – a | | | | | | | |
| 3 They play their rather eclectic mix of material without | out | | | | | | |
| 4 They're gaining a devoted | | | | | | | |
| 5 I've never been stand-up. | | | | | | | |
| 6 He had the whole audience | | | | | | | |
| 7 I'm not even sure 'exhibition' | | | | | | | |
| The shapes are all perfectly formed but they were r | The change are all perfectly formed but they were made entirely | | | | | | |

melancholic

exhilarating

| Match these reviews with two of the events in 1.1. |
|----------------------------------------------------|
| Match these reviews with two of the events in 1.1 |

- Playing some of his better-known back-catalogue, the now 79-year-old free-jazz saxophonist Ornette Coleman proved to a capacity audience what a lasting genius he is. What was chaotic and painful to listen to in the 1960s sounds melodic 40 years on. The mood of the music alternates between euphoric and melancholic, but it is always exciting and often surprising.
- Speaking an estimated forty percent of the lines in the play, Jude Law, as Hamlet, gives an exhilarating performance. He incorporates physicality throughout, and infuses a breathtaking amount of energy into the part. He also knows what he's talking about. There is no recitation or learning by rote here. It's plain that after the year he was given to prepare for this role, and after the three months of performance in London, Law has an intimate understanding of his character, the language and the play as a whole.

| 1 | past recordings of a musician | 4 | words an actor has to say | |
|---|------------------------------------------|----------------|-----------------------------|---|
| 2 | largest crowd a venue can hold | 5 | role played by an actor | _ |
| 3 | pleasantly musical | 6 | repeat in order to remember | |
| 2 | .5 Write the nouns related to these adje | ectives from t | he reviews in 2.3. | |

2.6 Read these sentences. The words in italics have similar meanings. Underline the word in each pair which is more positive.

5 intimate

6 euphoric _

- 1 The portrait, which hangs in the National Gallery, is one of his more difficult / challenging works.
- 2 The band draws heavily on 1960s influences, giving this latest album a classic / dated sound.
- 3 His prose is understated / bland and his use of narrative device is weak / subtle.
- 4 They played in a cramped / an intimate venue to a boisterous / raucous crowd.
- 5 This was a typically edgy / abrasive routine from the undisputed bad boy of comedy.
- 6 The sweet / syrupy vocals and repetitive / insistent beat are reminiscent of club.
- 7 She gives an emotional / a melodramatic performance as the late, great singer.

2.7 Complete this review of a novel with one word which best fits each gap.

Reading and Use of English Part 1

For questions 1 – 8, read the text below and decide which answer (A, B, C or D) best fits each gap.

There is an example at the beginning (0).

| A history of the | Gotan | Project |
|------------------|-------|---------|
|------------------|-------|---------|

| Gotan Project, (0) | В | onto the music scene in |
|-------------------------|------------------|------------------------------|
| 1999 and their debut | album, <i>La</i> | Revancha del Tango, released |
| two years later, helped | d them to | achieve international |
| 744 | | |



Exam tip

Start by reading the whole text to get a general idea of what it is about.

When choosing options, look for language clues in the text such as collocations and prepositions, as well as considering meaning.

Narrow your choice by eliminating options which are obviously incorrect.

| two | yea | irs later, helped | them to | achieve internati | ional | | | |
|-----|-------|-------------------|-----------|--------------------|-----------|-------------------|-------------|-------------------------------|
| (1) | | · | | | | | | |
| The | bar | nd members are | Philipp | e Cohen-Solal, a | former | French compos | er, Christo | ophe Müller, a Swiss |
| mu | sicia | n and Eduardo | Makaro | ff, an Argentinian | guitaris | t. Their sound c | an be des | scribed as a fusion of |
| ele | ctror | nic music and ta | ingo. | | | | | |
| Phi | lippe | and Christoph | e are the | e founding memb | ers of th | ne band, and fire | st met in | Paris in 1995. Philippe had |
| | | | | | | | | orked in the film industry as |
| a m | nusic | consultant for | (3) | Eur | opean fi | ilm directors. Ch | nristophe, | whose background was in |
| ele | ctror | nica, had built u | pa (4) | | on the S | Swiss electro so | ene. | |
| Bot | th Ph | nilippe and Chris | stophe s | shared a (5) | | for electro | nica and | Latin American music, |
| | | | | | | | | eir own record label, |
| | | | | | | | | their two favourite |
| | | | | | | | | guitarist living in Paris. |
| 0 | A | started | В | came | С | set off | D | launched |
| 1 | A | competition | В | gain | С | ambition | D | fame |
| 2 | A | made | В | succeeded | С | did | D | realised |
| 3 | A | primary | В | leading | С | principal | D | chief |
| 4 | A | repute | В | reputation | С | status | D | position |
| 5 | A | enjoyment | В | feeling | С | love | D | interest |
| 6 | A | got | В | did | С | knocked | D | hit |
| 7 | A | begin | В | establish | С | create | D | form |
| 8 | A | combining | В | joining | С | sticking | D | bridging |

29 Migrations

Departures, personal stories

Departures

1.1 Complete the text with words or phrases from the box.

asylum seekers contract workers expatriates illegal immigrants professionals Settlers refugees

| | starting with en- include: encase, |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| (1) Settlers are people who intend to live permanently in a new | encircle, engulf, enable, enlarge, enliven, enrich, enclose |
| country. Most head for just a few main countries, for example, the USA. | The prefix em- is used before |
| Some will succeed in their aims and gain status as legal residents of the country they have moved to. These people are technically called | words which begin with b or p: embed, embitter, embody, empower |
| (2) although this term is most commonly used by people f | |
| English-speaking nations to describe people from more developed nations liv | ing permanently abroad. |
| Migrants who leave their homes to escape danger or persecution may also be home. Until their claims are dealt with they are known as (3) accepted they will be classified as (4) In some cases of n people escape across a border, they are immediately granted this status. | , and if their claims are |
| Looking for a job, a better income or perhaps just an experience, other migrat (5) They are allowed to stay in their destination country of a specific period. Some are seasonal employees. Others will stay in the ne These include employees of multinational corporations who are moved aroun people are often (6), with specialist knowledge in their fire | on the understanding that it is ew country for a year or more. and from country to country. These |
| Some migrants overstay their visas or work whilst in the country on tourist vibecome (7) in the eyes of the officials. They may also try country', often endangering their own lives, by being smuggled in by people | to enter an 'immigration |

1.2 Answer these questions.

- Which types of migrants come to your country? Which countries do they come from?
- Which types of migrants leave your country? Which countries do they go to?

1.3 Match these words with their definitions.

- multinational corporation take things or people to or from a country illegally or secretly smuggle b
- worker whose employment is related to a time of the year
- seasonal employee company that operates in more than one country
 - overstay d remain beyond a specific time limit persecution
 - cruel or unfair treatment of someone or a group of people

Vocabulary note

So endanger means 'to put in

danger'. Other common verbs

'provide with' to verbs.

The prefixes en- and em- add the

meaning 'put into', 'cause to be' or

1.4 WORD BUILDING Complete the table with words which have related meanings.

| Noun | Verb | Adjective |
|-----------------------------------------------------------|-----------|--------------------|
| | endanger | endangered |
| (positive) | | (positive) |
| illegality (negative) | | illegal (negative) |
| (problem) (person) | persecute | |
| (activity) (person) | smuggle | |
| (particular area) specialisation (process) (person) | - | specialist |

Personal stories

2.1 \(\sum_{36} \) You will hear the first part of a radio programme about emigration. Listen and complete this summary. Write no more than two words for each gap.

| Many people imagine that | at their life in a new country will be more |
|------------------------------|---------------------------------------------|
| exciting than the (1) | of home. But in fact, although |
| their new (2) | are better, they often pine for aspects |
| of their old life. Jane Fore | man has experienced painful |
| (3) H | ler husband David's job (4) |
| them to Kuala Lumpur in | Malaysia 18 months ago. Now all she wants t |
| do is (5) | to Northumberland. |

2.2 37 Now listen to the radio programme and answer these questions.

- 1 What positive aspects of life in Kuala Lumpur does Jane mention?
- What has happened to make Louisa feel happier in Canada?





Error warning **②**



Many is commonly used in affirmative sentences in writing: Many people these days prefer to shop online.

However, many is very formal in spoken, affirmative sentences. We prefer to use a lot of or lots of more informally: 'I know many a lot of people like her. 'She has many lots of good friends.'

Many is used in questions and negative sentences whatever the level of formality. (See Unit 6, 2.2 for more on the use of many and a lot of / lots of.)

| 2 | 2.3 Match these definitions with words from the recordings. |
|---|----------------------------------------------------------------------------------------------------------------------------|
| 1 | needing or wanting something very mucha pine for |
| 2 | miss something very much b insecure |
| 3 | having strong, supportive relationships c grieve |
| 4 | feel deeply sad because of a death d familiar |
| 5 | anxious, not confident e close-knit |
| 6 | well known and easily recognised f desperate |
| | 2.4 The adjective prefix <i>multi-</i> means 'many'. Complete the sentences with an adjective starting ith <i>multi-</i> . |
| 1 | The city is home to people from many different cultures. It's a <u>multicultural</u> city. |
| 2 | Many different languages are spoken in our country. It's a society. |
| 3 | HSBC is a bank which operates in many different nations. It's a company. |
| 4 | The fabric is printed with many contrasting colours. It's fabric. |
| 5 | My printer has many different functions. It's a printer. |
| E | 2.5 Complete these sentences with phrases from the box. |
| | sense of belonging sense of duty sense of humour sense of responsibility sense of urgency sense of loss |
| 1 | We're leaving in half an hour and he hasn't finished packing yet. He has no sense_of_urgency |
| 2 | I have a real even though I've only lived here for six months. |
| 3 | Nothing makes you laugh. You have absolutely no |
| 4 | He didn't really want to see his parents. He only visited them out of a |
| 5 | She has looked after her brothers and sisters since they arrived in the country. She has an amazing |
| 6 | When my long-term neighbour moved house I was surprised by the I felt. |
| | 2.6 Answer these questions. The idioms in italics can all be found in the recording scripts. |
| 1 | If you dream of pastures new, what do you want to do? |
| 2 | If you say 'my heart is' somewhere, do you want to be in that place or not? |
| 3 | If you find your feet, do you feel more or less comfortable in a situation? |
| 4 | If you do something like a shot, do you do it slowly or quickly? |
| 5 | If you go off the beaten track, do you travel to popular tourist destinations or not? |
| 6 | If a rug was pulled out from under you, would you feel more or less confident? |
| 7 | |
| | If things are looking up, is your situation getting easier or more difficult? |

Listening Part 2

| You will hear Lindsey Jones, a recent graduate, talking to a group of students about travelling abroad to find work. For questions 1 – 8, complete the sentences with a word or short phrase. |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| According to Lindsey, Germany and Singapore are two of the more unusual (1) for young people looking for work in other countries. |
| Lindsey thinks that the British jobs she could apply for are not the right level for a (2)like her. |
| Lindsey believes she has a better chance of finding a job at home if she has experience of working in a healthier (3) |
| Food and (4) are more expensive in New Zealand than in Britain. |
| A friend (5) Lindsey not to expect to find work easily in New Zealand. |
| Some young people like to use (6) to help them organise their visits. |
| Working as a waitress in Sydney made Lucy feel like a (7) of the city and part of the community. |
| Lucy's (8) has increased as a result of working in Australia. |

30 Risking it

Extreme sports, risk-taking

Extreme sports

1.1 Match the pictures with the sports.

- 1 bungee jumping <u>c</u> 5 scuba diving <u></u>
- 2 hang-gliding ___ 6 skydiving ___ 3 ice climbing ___ 7 white-water rafting
- potholing ____ 8 windsurfing

1.2 Which of these sports have you done? Which would you try?



Vocabulary note

The compound nouns for these sporting activities are formed using the -ing form. Some are written as two separate words, some have a hyphen (-) and others are one word.

(See Unit 5, 2.1 for more on compound nouns.)

















1.3 Choose the best words to complete the text.

A defining feature of extreme sports for many people is their alleged capacity to (1) <u>induce</u> / install an adrenaline rush in (2) participants / patients. However, the medical view is that the 'rush' or 'high' (3) associated / imparted with an activity is not due to adrenaline being (4) resumed / released as a response to (5) flight / fear. Medical professionals now claim it is due to increased (6) levels / channels of dopamine, endorphins and serotonin resulting from extreme physical (7) exhibition / exertion. Furthermore, a recent study suggests that the link between adrenaline and 'true' extreme sports is (8) tentative / understated. The study defined 'true' extreme sports as leisure or (9) recreational / residential activities where the most likely outcome of a mismanaged (10) adventure / accident or mistake was death. This definition was designed to separate the marketing hype from the (11) action / activity itself. Another characteristic of these activities is that they tend to be (12) individual / lonely rather than team sports. Extreme sports can include both competitive and non-competitive activities.

1.4 Match these words and phrases from the text with their definitions. Use a dictionary to help you.

- 1 marketing hype _____ a result
- 2 physical exertion b exaggerated descriptions used in sales
- 3 outcome c poorly controlled or organised
 - d movement of the body which raises the heart rate
- characteristic e typical or noticeable quality

mismanaged

1.5 COLLOCATION We take risks and make mistakes.

Match the words in the box with take and make. Use a dictionary to help you.

action advice care a chance a choice a decision a difference effect an effort exercise part precautions progress responsibility steps to sure use of

Error warning **O**

followed by the

The verb take part is followed by the preposition in: He's hoping to take part in the next Olympic Games. (not He's hoping to take part of/at the next Olympic Games.)

| M. | AKE: a choice | | |
|----|-----------------------------------------------------------------------------------|-------------------------|------------------------|
| 1 | .6 Complete these sentences with one of the collocation | ons from 1.5. | |
| 1 | I've only just started, but my ski instructor says I amm | aking good pr | ogress . |
| | If you want to in any sport in any sport from those who are more experienced that | | ld |
| 3 | It's important that participants in extreme sports | full | for their own actions. |
| | Some sports are extremely dangerous even if you do | the prope | r |
| 1 | I think you have to about t | he level of risk you fi | nd acceptable. |

Risk-taking

TAKE action

2.1 239 You are going to hear a news report which says that certain groups of people are more likely to take risks than others. Choose the statement you think is correct (1-3). Listen and check.

- 1 Women are more likely to take risks than men.
- 2 Teenagers are more likely to take risks than children or adults.
- 3 People from difficult social backgrounds are most likely to take risks.

2.2 S Listen again and complete these sentences with words or phrases used by the speaker. Write up to three words.

| 7 | |
|---|-------|
| | Voc |
| | V O C |

Vocabulary note

The speaker in 2.1 uses formal language in the report, e.g. conclusion = decision determine = find out display = show engage in = take part in foresee = predict onset = beginning response = reaction, reply

| 1 | A US study | set out to | determine why people take risks. | |
|---|-------------------|----------------------|------------------------------------------|--------|
| 2 | The study samp | led 500 participan | its, divided into | |
| 3 | One option in the | he study was safer, | , but would result in a | |
| 4 | The second opti | ion resulted in a tv | wo-thirds chance of | coins. |
| 5 | Gender was a | | predictor of a preference to avoid risk. | |
| 6 | Older generatio | ns tend to | when assessing risk | |
| | | | | |

2.3 What does the speaker mean by the onset of adolescence? Choose the best meaning.

- 1 The difficulties experienced by teenagers as they develop into adults.
- 2 The beginning of the stage that turns someone into an adult.
- 3 The attitude and behaviour of adolescents as compared with adults.

2.4 Cross out the word in each list which has a different meaning from the word in the first column.

| 1 adolescer | teenager youth sibling teen |
|-------------|----------------------------------------|
| 2 satisfied | content amused happy pleased |
| 3 foreseein | g predicting anticipating analysing |
| 4 thrill | excitement enthusiasm buzz kick |

3.1 Choose the correct words to complete the text. Use a dictionary to help you.

How to assess the risks in your workplace

Don't overcomplicate the process. In many organisations, the risks are well known and the necessary control (1) measures / ways are easy to apply. You probably already know whether, for example, you have (2) employees / employers who move heavy loads and so could harm their backs, or the places where people are most likely to slip or trip. If so, check that you have taken (3) rational / reasonable precautions to (4) prohibit / avoid injury. If you run a small organisation and you are confident you understand what's involved, you can do the assessment yourself. You don't have to be a health and safety (5) expert / leader. If you work in a larger organisation, you could ask a safety adviser to help you. If you are not confident, get help from someone who is (6) competent / talented. In all cases, you should make sure that you involve your staff or their (7) agents / representatives in the process. But remember, you are (8) responsible / responsive for seeing that the assessment is carried out properly. When thinking about your risk assessment, remember: a hazard is anything that may cause harm, such as chemicals, electricity, working from ladders, etc. The risk is the (9) chance / opportunity, high or low, that somebody could be harmed by these and other hazards, together with an indication of how (10) sensible / serious the harm could be.

3.2 Answer these questions about a place you know well.

- 1 What are the most hazardous areas and objects?
- 2 What are the riskiest activites carried out on the premises?
- 3 Who might be harmed by these hazards?
- 4 What precautions could be taken to prevent people being harmed?

W

Vocabulary note

trip = to lose your balance after hitting your foot on something: I tripped while I was running for my train and fell flat on my face.

slip = to slide unintentionally on something wet or smooth, so that you lose your balance: Several people slipped on the icy pavements and two were admitted to hospital with suspected fractures

stumble = to put a foot down awkwardly and because of this begin to fall: Running along the beach, she stumbled and fell on to the sand.

Reading and Use of English Part 7

You are going to read an extract from a magazine article about cycling safely. Six paragraphs have been removed from the extract. Choose from the paragraphs $\bf A - G$ the one which fits each gap (1 - 6). There is one extra paragraph which you do not need to use.

Should cyclists be forced to wear helmets?

A recent attempt in the UK to make cycling helmets compulsory failed. Now, after a serious crash that put one rider into a brain injury unit, the idea is back on the table. But how much protection do helmets offer?

1

When I was 13, with my helmet hanging from my handlebars, I wobbled out into the road and was hit by a car. Later that day I remember being told how lucky I was to be wearing it. I said nothing.

2

So if they can help reduce injury, shouldn't they be compulsory, just like motorbike helmets? Australia tried it in the early 90s and the result was a 15 to 20 per cent drop in the number of hospital admissions for head injuries.

3

A recent study has shown that cycling has a positive health impact far greater than the potential for injury. Essentially, there's a small chance that you'll have an accident, but a very large chance that you'll reduce your chances of suffering mental illness and heart disease.

4

A British cycling organisation has long argued against compulsory helmet laws for a similar reason.

It claims they would make cycling seem more dangerous than it actually is, and put people off. The evidence for this is complex and contradictory, providing as much support for those who are deeply sceptical of helmets as for those in favour of them.

5

There's even evidence that wearing a helmet can put you at more risk. A study by Dr lan Walker from the University of Bath found that drivers passed closer to cyclists who were wearing helmets when overtaking than they did to those without them. The driver's subconscious obviously sees them as less vulnerable. Dr Walker, an enthusiastic cyclist, says: "It would be sensible, and would genuinely save a lot of lives, if everybody wore a helmet all of the time; but to suggest they are more necessary for cycling than a range of other activities – including walking down the street and driving a car – is misguided."

6

Personally, I believe that wearing a helmet has more pros than cons, even though cycling is not as risky as many suggest. But there are those out there who would rather not ride than be made to wear a helmet, and for that reason the idea is a non-starter.

- A It's undeniable that compulsory safety devices such as seatbelts in cars have been significant lifesavers. But neither had the same potential for harmful side-effects: dissuade motorcyclists from riding and they'll buy a car, which is actually far safer.
- B Cycling should be promoted as an essentially safe, normal and enjoyable transport and leisure activity, which anyone can do in whatever clothes they prefer to wear, with or without helmets.
- C In addition to this, there's the problem of enforcing new laws. In the first year after the Australian State of Victoria made helmets compulsory, nearly 20,000 fines were issued. Do we want to tie up that much police time on a crime which has no negative impact on a third party?
- D Last year, however, I had a nasty fall and cut my face. If it wasn't for my helmet, I'm sure it could have been worse. So, personally, I now almost never ride without a helmet. I'd rather have it and not need it, than need it and not have it. Studies disagree on the benefits, but some suggest that most head injuries could be prevented in this way.

- E Most people would rather not wear a helmet, especially in hot weather. It's a practical decision: ride long and often enough and one day all those years of unnecessary sweaty-hat hair could pay off.
- F That means laws can actually be counterproductive; they may reduce cycling injuries, but only by reducing the number of cyclists, and those people then become more likely to come to some other kind of lessdramatic harm.
- G That would have been great, but it also reduced the number of cyclists by around 35 per cent. The annoyance and, for teenagers, embarrassment of wearing one steered people away from bikes and towards public transport and cars.

31 Gender issues

Language, gender in sport

Language

1.1 Which of these job titles tell you the gender of the person? Write M (male), F (female) or N (neutral).

| actor | midwife | teacher |
|--------------|----------------|-------------|
| cameraman | nurse | waitress |
| doctor | police officer | fireman |
| firefighter | solicitor | policewoman |
| headmistress | surgeon | |

1.2 Two of these phrases are definitions of the term gender-neutral language. Which ones?

- 1 language which does not specify gender
- 2 language which clarifies gender
- 3 language which is inclusive of both sexes
- 1.3 Complete the text with words from the box.

biased categorise connotations neutral sexes stereotypes

Vocabulary note

When using a gender-neutral noun, for example student or doctor, we have a choice of pronouns.

If we know that the student or doctor is a man or a woman we can refer to them as he or she.

If we do not know, or do not want to specify the gender of the person, we can use they, them, their, themselves: If a student fails their exams, they will usually get a chance to resit.

W Vocabulary note

These relationship words refer to people of both genders: partner, spouse, colleague, relative, cousin, parent, friend, sibling

spouse = husband or wife (formal, legal); sibling = brother or sister (formal)

| English words with sexist (1) | connotations | lead those who speal | k the language to subconsciously |
|---------------------------------|----------------------|------------------------|-------------------------------------|
| (2) people | by their gender. H | Human language is dee | eply rooted in the subconscious and |
| it is said that the language of | a culture is clear | evidence of the values | and beliefs of that culture. Many |
| gender-(3) | words exist in the | English language. It | follows that our choice of language |
| | | | contribute to how we think of both |
| (4) today? | Is it possible to in | npose a gender-(5) | language on today's |
| society? It is my view that ou | r society should b | be concerned about per | rpetuating gender |
| (6) through | language. | | |

- 1.4 Replace the gender-biased words in italics with neutral words. Use a dictionary to help you.
- 1 Stand-up comedienne Sarah Millican's tour has sold out at venues across the UK.
- 2 The fate of many of the planet's species is now in the hands of mankind.
- 3 I think my forefathers were probably farmers because my surname is 'Farmer'.
- 4 The English-language requirements for stewardesses at some airlines are very high.
- 5 I can't wear clothes containing man-made fibres. They make me itch!
- 6 Transport will be provided to and from the venue for conference delegates and their wives.

1.5 Choose the correct prepositions for the word or phrase in bold in these sentences. There are similar sentences in 1.3.

- 1 The language we use is **deeply rooted** in / with our subconscious.
- 2 The words we choose are evidence on / of our fundamental beliefs and values.
- 3 Our early education has an enormous impact at / on our future life chances.
- 4 Urban sprawl can contribute to / for pollution levels.
- 5 Is it right to impose any restrictions in / on what people say?
- 6 Should we be concerned about / for people's use of sexist language?

1.6 \(\bigcirc 40 \) Listen to an American talking about the use of the word 'girl' in the UK and complete the sentences.

- 1 The speaker thought the way adult women were referred to as 'girls' was ______
- 2 A 'girl' is not someone who _______ for herself, she's a child.
- 3 In this society women are _______ in comparison to men.
- 4 We should _______to the way women are addressed.

1.7 \[D\]40 Listen again and complete these sentences with phrases used by the speaker.

- 1 As a mature adult, you do not want to ______ a child.
- 2 Women are striving to ______ into male-dominated society.
- 3 We should look at whether the word 'girl' is used ______ or not
- 4 Men do not have a to deal with.

Gender in sport

2.1 Which of the adjectives in the box do you associate with sports people? Put a (\checkmark) .

aggressive ______ arrogant _____ attractive ____ competitive ____ flexible ___ gifted ___ graceful ___ passive ___ powerful ____ pure ___ submissive



2.2 Write the nouns related to the adjectives in 2.1.

aggressive - aggression

2.3 WORD TRANSFORMATION Complete the text with the correct forms of the words in capitals at the ends of the lines.

| | | equality and women's |
|---------------------------|--------------------------------|--------------------------------------------|
| empowerment are co | nstrained by gender-based (1 | 1)in all areas and |
| at all levels of sport ar | nd physical (2) | . This is fuelled by continuing |
| stereotypes of womer | s physical (3) | and social roles. Women are |
| frequently segregated | involuntarily into types of sp | ports, events and (4) |
| | t women. Women's access to | |
| | | from the local to the international level. |
| The value placed on w | vomen's sports is often lower | r, resulting in (7) |
| | | rizes. In the media, women's sport is not |
| only marginalised but | often also presented in a dif | ferent style that reflects and reinforces |
| gender stereotypes. | | |

EQUAL
DISCRIMINATE
ACT
ABLE
COMPETE
LEADER
DECIDE
ADEQUATE
EQUAL

2.4 Listen to someone talking about gymnastics. Are these statements true (T) or false (F) according to the speaker?

- 1 The speaker started doing competitive gymnastics in her late teens.
- 2 The speaker was physically different from the majority of other gymnasts.
- 3 She has always known that gymnastics is generally considered to be a female sport.
- 4 Gymnastics is regarded as a feminine sport because participants do not need to be openly aggressive.
- 5 The speaker doesn't believe that attitudes towards gender stereotyping will change in the near future.

2.5 WORD BUILDING Complete the table with words which have related meanings.

| Noun | Verb | Adjective |
|---------------------|--------------|-----------|
| | categorise | x |
| (thing) (person) | contribute | |
| | discriminate | |
| | equalise | equal |
| | involve | |
| | perpetuate | |
| | x | neutral |

2.6 Match the words in the box with less formal words which have similar meanings.

| C | omplete | deem | overt | participate | predominantly | pursue |
|---|----------|------|-------|-------------|---------------|--------|
| 1 | do pur | sue_ | | 3 | finish | |
| 2 | consider | | | 4 | mainly | |

Vocabulary note

stand out = be visibly different / be clearly visible: My larger frame and muscular physique stood out among most other gymnasts.

Other phrasal verbs with stand: stand by = not act to prevent something: I should not have stood by while she was bullied.

not stand for = refuse to accept: I will not stand for rude behaviour.

stand in for = do someone else's job: My colleague stood in for me when I was ill.

stand up for = defend and fight for: It's important to stand up for what you believe in.

| 5 | open |
|---|--------------|
| 6 | take part in |

Reading and Use of English Part 4

For questions 1 – 6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given. Here is an example (0).

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Exam tip

The second sentence must mean the same as the first sentence, must include the key word unchanged and must be grammatically correct. Look to transform the second sentence minimally according to the word given.

| 0 | It was the first time I had seen women playing competitive football. | Look to transform the second sentence minimally according to the word given. | | | |
|---|---------------------------------------------------------------------------|------------------------------------------------------------------------------|--|--|--|
| | NEVER | | | | |
| | I had never seen women playing com | petitive football before. | | | |
| 1 | The manager accepted that he was fully responsible for the TOOK | ne way his team performed. | | | |
| | The manager perform | ance. | | | |
| 2 | We should not accept sexist language and attitudes in the ACCEPTABLE | e places where we work. | | | |
| | Sexist language and attitudes ought | our places of work. | | | |
| 3 | I find people's use of the word 'girls' to refer to adult wom | en objectionable. | | | |
| | I the word 'girls' to ref | fer to adult women. | | | |
| 4 | I first participated in competitive sport when I was six years old. PART | | | | |
| | I first at the age of six | | | | |
| 5 | His boss led him to believe that he would be promoted at IMPRESSION | the end of the year. | | | |
| | He that he would be promoted at the end of the year. | | | | |
| 6 | They've cancelled this afternoon's match because of the b | pad weather. | | | |
| | This afternoon's match | to the bad weather. | | | |

32 Education

Learning, training

1.1 Which of these kinds of education have you experienced? Put a (\checkmark) or a (X).

Learning

| boarding school distance learning course _ faith school | fee-paying school independent school local state school | i | nursery pre-school primary school | secondary school technical college university |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.2 Complete the text | with words from the box. | | 45.1 | |
| | classroom e ducators thod needs potential | | | |
| She was the first woman interested in education the When she went on to esta approached their education children and finding way. It soon became apparent which could be used with schools, lecturing about he pioneer of (7) profound (8) Montessori saw that child (9) of to (10) The Montessori approach | s to help them to achieve the that Dr Montessori had deven great success with each an are discoveries, and writing education. Her innon the education of the discoveries are confident, surindependence and a love to its holistic, that is, it aims the themselves as confident, surindependence and a love to its holistic, that is, it aims the themselves are child's early life, | rom the treatile to dever the case of the | e University of Rome in g children with special ed children of working as had a highly effective teach y child. She began to the classroom practices a children all over the water people. She created ming from an early agolop the (11) | nedical school and became al (3) parents in Rome, she her laboratory for observing ching (6) ravel the world, establishing in 1952. She was a true and ideas have had a world. earners form positive specially designed resources |
| | s and phrases with their de | efinitio | ons. | |
| 1 special needs | | a | person who is the firs | t to develop an idea |
| 2 disadvantaged | | ь | able to work at some | thing without encouragement |
| 3 achieve your potential | | — c | requirements due to j | physical or mental problems |
| 4 pioneer | | d | new and original | |
| 5 child-centred | | е | suceed to the best of | your ability |
| 6 innovative | | f | based on the needs ar | nd interests of children |
| 7 self-motivated | | g | The same of the sa | education, money, etc. to |

Education

| 1.4 | Complete these sentences with the correct prepositions. There are similar sentences in | 1 2 |
|-----|----------------------------------------------------------------------------------------|------|
| | Complete these sentences with the correct prepositions. There are similar sentences in | L.Z. |

| 1 | My brother graduated from Harvard University in 2009. |
|---|-----------------------------------------------------------------------------------------|
| 2 | In some countries, children special needs are taught in mainstream schools. |
| 3 | The professor toured the world, lecturing his educational theories. |
| 4 | Successful teachers are those who have a good influence their students. |
| 5 | Children often learn better doing things themselves rather than listening passively. |
| 6 | Students who have a positive image themselves are usually happy and successful. |
| 7 | Ever since I started school, I have had a real love learning. |
| 8 | Everyone can succeed at something. This idea is fundamental my beliefs about education. |

1.5 WORD BUILDING Complete the table with words which have related meanings.

| Noun | Verb | Adjective |
|--------------------------------------|-----------|--------------------------------------------------------------------------------------------------------|
| | establish | |
| (event, process) (person) | graduate | x |
| education (general noun) (person) | | (of a person) (for this purpose) |
| (thing, idea, process) (person) | | innovative |
| influence | | |
| (general noun) motivator (person) | | motivated (of a person) (of a thing, ideas, process) motivational (for the purpose of increasing this) |

COLLOCATION Choose the correct adverbs for the adjectives in bold in these sentences. Use a dictionary to help you.

- 1 The newly / firmly established early years centre is already serving a large number of local families.
- 2 The historic university is newly / firmly established as top choice for international students hoping to study in the city.
- 3 We are seeking advice on how to recruit the highly / poorly educated workforce needed for these skilled roles.
- 4 He plays the character of a highly / poorly educated caretaker who has an innate gift for mathematics.
- 5 His theory was increasingly / highly influential in the development of educational practices in the latter part of the century.
- 6 The department will become increasingly / highly influential as the publication of its papers in top journals continues.
- 7 Focus groups showed that parents were strongly / politically motivated to do the best for their offspring whilst being wary of other parents' competitive behaviour.
- 8 The announcement today of additional grants for poorer students has been seen as a strongly / politically motivated attempt to deflect allegations of a U-turn.

Training

2.1 2 Listen to Peter describing his apprenticeship and answer these questions.

- 1 What happened to Peter after he left school?
- 2 What was the job market like when Peter's parents were younger?
- 3 What were the two major advantages of an apprenticeship for Peter?
- 4 Which industry do you think Peter works in?

W Vocabulary note

The word workshop has two meanings:

- a room or building where things are made or repaired: an engineering workshop
- a meeting of people to discuss and/or perform practical work:
 a drama workshop

2.2 242 Listen again and complete these sentences with words Peter uses.

| 1 | Not being able to get a job without exper | ience is an situation. |
|---|-------------------------------------------|-----------------------------|
| 2 | You need experience and good | to get a job. |
| 3 | Peter's apprenticeship provided him with | work experience. |
| 4 | Peter received a lot of | in engineering theory. |
| 5 | Peter went on a number of health and safe | ·ety |
| 6 | Peter has been given his own team of | to supervise. |
| 7 | Peter is now to | the company as an educator. |

2.3 Choose the correct words in these sentences.

- 1 My sister abandoned / <u>left</u> school at the age of 16.
- 2 I'm going to apply / request for a catering course in September.
- 3 My experience has given me a real insight / view into how universities work.
- 4 Modern companies often organise group-building / team-building days to enable staff to work well together.
- 5 While he was working as an apprentice, Peter learned / trained a trade.

W Vocabulary note

Most collective nouns like team, staff and class can be used with either singular or plural verb forms:

The company is/are keen to recognise this extra time.

The government is/are bringing in new regulations related to apprenticeships.

(See Unit 5, 2.2 for more on subject-verb agreement.)

2.4 WORD TRANSFORMATION Complete the text with the correct forms of the words in capital letters at the ends of the lines.

| | eering is among the most diversified of the (0) olines. Mechanical engineers design and build mad | | | | |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--|--|--|
| (1) | humans to live and work in space, in the air, | on the ground, and | | | |
| under water. Thei | r machines can extend our physical (2) | and improve | | | |
| our health and sta | andard of living. Students acquire an (3) | of the | | | |
| fundamentals of | nechanics and of the thermal energy sciences. The | ey learn to perform | | | |
| (4) | design tasks using computers and to select a | ppropriate materials for | | | |
| a specific (5) | . They also become familiar with th | ne chemical and | | | |
| (6) | sciences, which are often essential to the tot | al design and | | | |
| (7) | of a mechanical system. We have a small but active group of faculty , graduate students and undergraduates who share a passion for | | | | |
| (8) | | | | | |
| Mechanical Engir | eering. | | | | |

TRADITION

ABLE CAPABLE UNDERSTAND

INTERACT APPLY ELECTRIC REALISE RESEARCH

Reading and Use of English Part 6

You are going to read four reviews of a book about bringing up children. For questions 1 – 4, choose from the reviews A – D. The reviews may be chosen more than once.

How children succeed

Four reviewers comment on a book called Helping Children to Succeed

A

I expected this book to enlighten me about why some children succeed at school and find work, while others drop out of education early, fail to find employment and continue living with their parents well into adulthood. I had hoped that *Helping Children to Succeed* would provide me with well-researched answers to my concerns, and maybe suggest ways in which all children can be helped to achieve success. However, the author chose to concentrate on the future of students from poor families and gave no indication that he felt such children's chances of future success might be improved. There was an interesting focus on the significance of taking students' personality into account as well as their academic test scores when predicting future success, but this is not new information. The same case has been established before, based on wider research.

B

I found *Helping Children to Succeed* to be a fascinating and inspiring book. What was most interesting to me was the research finding that children from wealthy families are no more prepared for a successful independent future than children from poorer families. The author demonstrates convincingly that children from all backgrounds need to learn how to work hard but also how to deal with failure without falling to pieces. The book shows convincingly how poor children as well as middle class children and those from wealthier homes are capable of learning these skills necessary for future success. This has made me feel very optimistic that no child needs to fail because of their family background and that something can be done to increase the life chances of poor children.

C

For me the most interesting aspect of *Helping Children to Succeed* is the amount of evidence which shows that children's characters as well as their academic performance play a crucial part in their future success. This seems to be especially true in the case of children from disadvantaged families. The author's central argument is that, even though children from poor backgrounds are less likely to succeed, determination and hard work can overcome inherited disadvantages. This is not a novel idea, but I found it interesting to hear it restated with reference to today's situation. Where I disagree with the author is his assertion that our education system requires fundamental reorganisation if we are to help children from poor families. He seems to ignore completely the excellent work being done by dedicated teachers in today's schools.

D

I enjoyed *Helping Children to Succeed*, but in many ways I also found it disappointing. Having finished reading the book, my main criticism is that the title itself is misleading because it focuses primarily on children who fail. Most research studies quoted by the author illustrate how difficult it is for children from poor, disadvantaged homes to succeed or indeed to escape from a cycle of failure. I bought the book for the library where I work, thinking it might offer parents strategies for bringing up children to be successful. In practice, the main strategies recommended by the author are the following: avoid becoming poor and don't expect your child to succeed at everything. He also suggests that children should get used to occasional failure. In my opinion this is an unnecessarily negative outlook.

Which reviewer

shares reviewer C's view that academic performance is not the only measure of a child's success?

expresses a different view from the others about poor children's chances of future success?

2

shares with reviewer A the feeling that the book did not live up to their expectations?

3

agrees with reviewer A about the originality of the ideas in the book?



Exam tip

Read the four texts to make sure you understand the subject. Pay particular attention to opinions and attitudes expressed by the writers. Look out for any similarities or differences of opinion.

33 Health

World health, water and health

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|--|
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| TATE OF THE OWNER, THE | | |
| | | |

| 1 | 1 mill (d. 1 bl.; market) (A) | | | |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
| | Which of these health issues are problems in your country? Put a (✓). ess to healthcare dementia heart disease injury obesity | | | |
| | ess to healthcare dementia heart disease injury obesity cer depression influenza malnutrition waterborne disease | | | |
| -= | | | | |
| 1 | Explain the difference between the words in each pair. Use a dictionary to help you. | | | |
| 1 | infectious / contagious 4 transmit / contract | | | |
| 2 | starvation / malnutrition 5 epidemic / pandemic | | | |
| 3 | treatment / medicine 6 acute / preventable | | | |
| 1 | 3 Complete the sentences using information from the text. | | | |
| | espite incredible improvements in health since 1950, there are still a number of challenges which nould have been easy to resolve. Consider the following: | | | |
| | One billion people lack access to healthcare systems. | | | |
| • | Cardiovascular diseases (CVDs) are the biggest killer amongst diseases globally. An estimated 17.5 million people died from CVDs in 2005, that is 30% of all global deaths. | | | |
| • | In 2002, almost 11 million people died from infectious diseases alone, far more than the number killed in the natural or man-made catastrophes that make headlines. | | | |
| • | HIV has spread rapidly. UNAIDS, the joint United Nations programme on HIV/AIDS, estimates are roughly: 33.4 million living with HIV, 2.7 million new infections of HIV, two million deaths from AIDS. | | | |
| • | • There are 8.8 million new cases of tuberculosis (TB) and 1.75 million deaths from TB each year. | | | |
| • | 1.6 million people still die from pneumococcal diseases every year, making it the number one vaccine-preventable cause of death worldwide. More than half of the victims are children. | | | |
| | Malaria causes more than 300 million acute illnesses and at least a million deaths annually. | | | |
| | Around 11 million children under five die from malnutrition and preventable diseases each year. | | | |
| • | More than half a million people, mostly children, died from measles in 2003 even though effective immunisation costs just 0.30 US dollars per person, and has been available for over 40 years. | | | |
| 1 | Thirty percent of all | | | |
| 2 | In 2002, more people died of | | | |
| 3 | Pneumococcal diseases are preventable, yet | | | |
| 4 | In 2003 over 500,000 people | | | |
| 5 | It costs only thirty cents to | | | |

1.4 WORD BUILDING Complete the table with words which have related meanings.

| Noun | Verb | Adjective |
|-----------------------------------|------|-----------------------------------------------------|
| immunization (process) (state) | | (state) |
| nfection (problem) | | (can spread) infected (problem) |
| | | medical (general) medicated (effect on person) |
| | | (used to control) preventable (possible to control) |
| treatment | | (possible to cure) untreated (no medical help) |

| 2.1 | 43 | Listen to a talk about the smallpox virus. Answer the following questions: |
|-----|-----------|----------------------------------------------------------------------------|
|-----|-----------|----------------------------------------------------------------------------|

| 1 | How many people are estimated to have had smallpox in the twentieth century? |
|---|------------------------------------------------------------------------------|
| 2 | When did the immunization program begin? |

- 3 Who was Edward Jenner?
- 4 When was the decision made to try and prevent smallpox globally?

2.2 Listen again. Are these statements true (T) or false (F) according to the speaker? Correct the false statements.

- 1 Smallpox was spread easily from person to person. ____
- 2 The symptoms of smallpox included fever and skin problems.
- 3 Smallpox, although devastating, was not a fatal disease. _
- 4 Factory workers provided the key to a vaccine for smallpox.
- 5 The smallpox vaccine was often given to children.
- 6 Smallpox is still a problem in some countries.

2.3 The prefix mis- adds the meaning 'bad' or 'wrong' to a word. Complete the sentences with the correct words from the box.

W Vocabulary note

As a verb, spread is both transitive and intransitive:

Mosquitoes spread diseases like malaria. (transitive)

Spots can spread across the entire body. (intransitive)

(See Unit 9, 2.1 for more on transitive and intransitive verbs.)

| ्ष | misconduct | misdiagnosis | misfortune | misinformation | mismanagemen | t misrepresentation |
|----|-------------|-------------------|------------------|-----------------------|------------------|-------------------------|
| 1 | While he w | as getting out o | of the taxi, he | had the <u>misfor</u> | tune to fall ov | er and break his leg. |
| 2 | The directo | or is being accus | sed of gross _ | c | of the hospital. | |
| 3 | The psychi | atrist was found | d guilty of prof | fessional | | |
| 4 | The doctor | r's | meant t | hat the patient ne | arly died. | |
| 5 | The drug o | ompany's adver | tising campai | gn was based on _ | | and has now been banned |
| 6 | The docum | nentary on poor | hospital hygi | ene was a | of the | truth |

Water and health

3.1 Read the text about water and choose the best summary (a-d).

- a Drinking more water substantially reduces your metabolic rate.
- b Drinking enough water allows increased carbohydrate storage.
- Water aids the consumption of excess energy.
- d Drinking water is by far the best way to lose weight.

The benefits of drinking water are numerous, and recent studies suggest that you need to drink water to lose weight.

Drink more water to re-hydrate and detoxify your body.

Water is not only essential for health, but increases the rate at which the body burns calories, as well as being a natural appetite suppressant.

Water also plays an important role in metabolising food.

While we know that water is critical to the healthy functioning of the human body, studies suggest that water promotes the lowering of an individual's total energy intake and alters metabolism. Most people who are on a diet do not drink enough water.

To metabolise food, the body needs water.

our collective health.

For every gram of carbohydrate, the body requires three grams of fluid. So, drinking sufficient water can help your body burn up carbohydrates instead of storing them. Additionally, proper hydration while you are on a diet is vital for health, because you are more prone to water retention as your body starts losing fluid along with the weight. If you are dehydrated, your body will slow down its calorie-burning processes. So drink water to lose weight.

| 3 | [22] Find words and phrases in the text which match these definitions. |
|---|-------------------------------------------------------------------------------------------------------|
| 1 | remove poisonous substances from your body |
| 2 | something which prevents hunger |
| 3 | the overall amount of energy consumed |
| 4 | change eating habits to reduce body fat |
| 5 | liquid substance |
| 6 | be likely to have a particular problem |
| 7 | have insufficient water in your body |
| | Complete these sentences using the correct prepositions. There are similar sentences in the text. |
| 1 | Regular meals are vital healthy living, especially if people do physical activities. |
| 2 | Although we should not eat too much of it, fat is essential our health. |
| 3 | You're more prone illness when you're tired or run down. |
| 4 | Exercise plays an important role keeping fit. |
| 5 | The rate which you lose weight depends on the number of calories you burn. |
| 6 | To remain healthy, a balanced diet is important, along regular exercise. |
| 7 | We live in an age where the public health infrastructure, its growth and its development are critical |

Writing Part 2 A report

You see the following notice in your local health centre.

An International Health Development Agency is collecting information about attitudes to public health campaigns in countries around the world. Please help by writing a report on attitudes where you live.

Your report should outline some of the main current health concerns in your country, describe people's attitudes to any recent campaigns aimed at promoting healthy lifestyles and recommend ways in which you think people could be persuaded to take healthy living more seriously.

Write your report in 220 - 260 words in an appropriate style.



Exam tip

Decide who will read the report and how formal/informal your language should be.

Your report should include factual information followed by suggestions or recommendations.

Give your report a title and organise your ideas into sections, each with its own heading. Start by outlining the purpose of your report. Use your own words rather than repeating the words in the question. Explain the reasons for any recommendations you make.

Getting about

Private journeys, public transport

Private journeys

Complete the questions with travel, journey(s) or trip(s). Answer them about yourself.

| 1 | How do you entertain yourself on a le | ong tra | ain _jour | ney? |
|---|---------------------------------------|---------|-----------|-----------|
| 2 | How long does your round | _to se | chool or | work take |
| 3 | How often do youby tax | i? | | |
| 4 | Where did you use to go on school _ | | ? | |
| 5 | What are the benefits of air | ? | | |
| 6 | Where would you like to go on your | next | | abroad? |

1.2 COLLOCATION Match the phrases (1-8) to the type of transport (a-h).

| 2 | catch a sightseeing, tourist |
|---|-------------------------------------|
| 3 | fly in a light, twin-engine |
| 4 | book a cabin on a roll-on, roll-off |
| 5 | pedal a three-speed, folding |
| c | hail an empty black |

1 board a packed, commuter ___

hail an empty, black

sail on a large, cargo row a leaky, inflatable

11.3 244 Listen to a talk about three bicycle-friendly cities. Match the features (1-7) with each city; A (Amsterdam), P (Portland) or C (Copenhagen).

1 Local authorities supply bicycles to workers with less money.

2 There is a scheme to stop bicycles from being stolen.

Almost a third of workers here travel to work by bicycle.

Cars are banned from part of this city.

Here cyclists have their own traffic signals.

Around half of all journeys here are by bicycle.

7 Many more people here cycle than ever before.

Error warning **②**

London to York.

dinghy

cab

ship plane ferry train

bus

h bicycle



Don't confuse travel as a noun with journey or trip.

Travel is an uncountable noun which refers to the general activity: Air travel is much cheaper than it was in the past. Trip refers to an occasion when you go somewhere and come back: I can't afford to take another trip abroad this year. Journey refers to an act of travelling from one place to another, especially in a vehicle: It's a two-hour train journey from

Travel is commonly used as a verb: I travel to work by bus.

Journey is only used as a verb in literary, descriptive writing. Trip has a different meaning as a verb (see page 198).



1.4 Listen again and complete these sentences with words and phrases used by the speaker. of the world. 1 People refer to Amsterdam as the of safe and fast cycle lanes in Amsterdam. There is an There is also an effective scheme designed to prevent the ______ of bicycles in the city. 3 It is possible for people who live in Amsterdam or visitors to _____ bicycles. 5 The creation of cycle paths in Portland has resulted in a ______ in the use of bicycles in the city. Portland was the first city in America to provide adults on _____ with commuter bicycles. 6 The bicycles are all everything needed to use them. The world's most successful community cycling can be found in Copenhagen. In Copenhagen the majority of bicycle paths are separated from the main 10 There is a 20 kroner _____ when you use one of Copenhagen's public bicycles. **Public transport** 2.1 Complete the text with the correct words from the box. Vocabulary note eco-friendly fossil fuels get around carbon emissions get around = travel to different places: private cars self-driving vehicles More and more people are getting around by bicycle, especially in big cities. get away with = escape without Dubai recently opened its first Metro network in a bid to punishment for something you have reduce the number of people using their cars and cut done wrong: They attacked the old man (1) <u>carbon emissions</u>. The \$7.42 billion project has so far in the park, but nobody saw them, so they been hailed as a success as thousands of people have opted to got away with their crime. use it to (2) the city, as opposed to their cars. get by = to cope in a difficult situation: It raises the question that, if governments are so enthusiastic I couldn't speak the language, but I got by about citizens relinquishing their (3) with gestures. the environment, what other alternatives are there? How else get out of = avoid doing something: He are people going to get to work conveniently, do their shopping tried to get out of going on the school trip, or generally travel with ease and relative cheapness? but in the end he had no choice. get round to = do something after a Currently, the majority of public transport runs on long delay: I've had her DVD for weeks. (4) which creates pollution and is reliant on but yesterday I eventually got round to finite resources. However, many alternatives, such as giving it back. (5) are being researched. Some of them may seem like preposterous ideas drawn from science fiction, but the drive to find (6) forms of transport is on. 2.2 Answer these questions using appropriate phrasal verbs from the Vocabulary note. 1 If you were in an unfamiliar city, how would you travel from place to place? If you were abroad and couldn't speak the language, how would you cope? 3 How do you avoid doing things you don't want to do?

2.3 Read about some possible new forms of public transport and answer these questions.

- 1 Which of the forms of transport would you like to use? Why?
- 2 Which do you think would be sensible transport solutions for your local area? Why?
- 3 Which ideas are unrealistic? Why?

Driverless pods

These vehicles seat four people and run along guideways like miniature trams. The service will not be timetabled, and will resemble a taxi service



as a means of getting from A to B. Users will have the advantage of avoiding congested roads and will be able to travel at speeds of up to 32 km/h. Energy consumption per passenger is one quarter that of a car.

Backpack helicopter

Strap on a motor attached to a rotor and take to the skies with your very own backpack helicopter. Popular use of this personal flying machine would require individuals to undergo significant training in



navigation and safety. Jet-packs, as seen in science-fiction films, seem an even less realistic prospect.

Slidewalks

Keep moving even while you're standing still when slidewalks replace conventional pavements. In tests, these devices allowed walkers to move at speeds



of up to 9 km/h. Airports have long used similar systems in the form of travelators. However, equipping our city streets with slidewalks would be a costly business.

Zeppelins

A greener alternative to planes, these flying machines are finally making a comeback. Environmentalists praise the fact that they fly at lower altitudes than planes



and use a fraction of the fuel. Another key advantage is that zeppelins do not need a runway to take off.

Segway

Powered by electricity, these clean-running, two-wheeled machines allow individuals to travel at speeds of up to 20 km/h. However.



they cannot currently be used on most roads. Confined to pavements, users' speeds are restricted.

Magley Trains

These trains use the force of magnetism to drive them, slashing CO₂ emissions and significantly reducing noise pollution in the process. They're



even faster than conventional trains, with a potential top speed of 6,400 km/h. The only downside is that maglev trains are incompatible with the existent rail tracks and these would have to be replaced.

2.4 Complete these sentences with the correct prepositions. There are similar sentences in the texts.

- 1 In most countries, cars are not allowed to drive to / <u>at</u> speeds of over 110 km/h.
- 2 Cycling is a greener alternative to / from other forms of transport.
- 3 New drivers are not allowed to go in / on fast roads like motorways.
- 4 Drivers caught speeding have to have training in / about speed awareness or face a heavy fine.
- 5 The pedestrian zone is confined about / to a very small central area.
- 6 Make sure you get the right fuel! Diesel is incompatible with / to petrol engines.

Vocabulary note

means = method or way of doing something. Means can be both singular and plural:

The tram is a cheap means of getting around.

There are several **means** of transport we can use.

We will get there by any means possible.

Listening Part 1

You will hear three different extracts. For questions 1 – 6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract One

You hear a woman asking her friend about a change in his transport habits.

- 1 On what occasions does he say he used to travel by taxi?
 - A when he couldn't get a lift
 - B when he was on a short journey
 - C when he missed the last bus or train
- 2 What is the main reason he started walking more?
 - A He was spending too much money on taxis.
 - B He became tired of waiting for taxis.
 - C He realised that walking was beneficial for him.

Extract Two

You hear two people talking about flying.

- 3 What did the woman think when the pilot started speaking?
 - A She was determined not to lose control of herself.
 - B She was afraid that the plane was in real danger.
 - C She thought the plane was going to turn back because of bad weather.
- 4 Which is the worst part of flying for the woman?
 - A the last few moments of the flight
 - B the time she spends waiting to board the plane
 - C when the plane is about to leave the ground

Extract Three

You hear part of an interview with a man who is talking about travelling on the London Underground.

- 5 How did he feel about travelling when he first used the Underground?
 - A He was terrified.
 - B He was overexcited.
 - C He found it very funny.
- 6 What does he think of the Underground as an adult?
 - A It doesn't inspire any particular feelings in him.
 - B It is surrounded by unnecessary marketing hype.
 - C It is an important part of London's cultural heritage.

Exam tip

For each question there is only one correct answer but you will hear vocabulary related to all of the options. Don't choose your answers too soon. Make sure that what you hear fully answers the question. Remember, you will hear the recording twice.

Attitudes, memory

Attitudes

1.1 Choose the best words to complete these sentences. Which picture (A-E) do they relate to?

- 1 His eyes twisted / <u>narrowed</u> and he <u>frowned</u> / <u>wrinkled</u> deeply, sure signs that he was about to jump / fly off the handle.
- 2 As he delivered the tragic / terrific news, his voice groaned / trembled and it was clear that he was completely devastated / destroyed.
- 3 She just drives / sails through life without a conscience / care in the world. I've never met anyone so laid-back / uptight.
- 4 I can always tell when he's got something on his mind / chest, because he grinds / bites his nails and stammers / stumbles.
- 5 She may have her head in the *clouds / skies*, but we need more *dramatists / dreamers* to get the rest of us to *brighten / lighten* up.











| 1.2 | Now choose the list of adjectives which best describe the people's expressions (A- | E). |
|-----|------------------------------------------------------------------------------------|-----|
|-----|------------------------------------------------------------------------------------|-----|

relaxed, calm, contented __B__
 angry, furious, confrontational _____
 optimistic, upbeat, positive _____
 dejected, miserable, tearful _____

anxious, apprehensive, nervous

- 1.3 Use an adjective from 1.2 to complete the sentences.
- The constant rain meant we had a thoroughly ________ time on holiday.
 When it was time for us to go, she grew almost ________ and I was sorry to leave.
 When I told him what I'd done to his car, he was obviously very _______. He was literally shaking with rage.
 I may have looked outwardly _______ but I was actually extremely nervous.
 Your weekly shopping budget of £20 is hopelessly _______. You'll end up spending much more than that.

| 14 | Write the nouns rel | ated to these | adjectives. |
|----|---------------------|---------------|-------------|
| T | Wille the mouns le | aceu to these | aujectives. |

| 1 | angry anger | 5 confrontational |
|---|--------------|-------------------|
| 2 | anxious | 6 contented |
| 3 | apprehensive | 7 furious |
| 4 | calm | 8 miserable |
| | | |

1.5 Complete these sentences with verbs related to the adjectives in 1.4 above.

| 1 | Relax ! It'l | be okay. Nothing's going to go wrong, I promis | se. |
|---|---------------|------------------------------------------------|-----|
| | Just try to _ | down. | |

- 2 The way to deal with bullies like that is simply to _____ them and say you're not going to put up with it any longer.
- 3 The arrogance of the minister's remarks ______ the opposition leader, who angrily demanded an apology.

1.6 Match an extreme adjective from the box with a gradable adjective which is similar in meaning.

| | astonishing excruciating petrifying superb raveno | | |
|---|-----------------------------------------------------------------|--------------|--|
| 1 | goodsuperb | 5 scary | |
| 2 | hungry | 6 silly | |
| 3 | painful | 7 surprising | |
| 4 | sad | 8 ugly | |

1.7 COLLOCATION Choose the words which collocate with the words in bold to complete the sentences.

- 1 You're such an exaggerator! The injection wasn't **absolutely** devastating / excruciating. It was mildly / completely **painful** at worst.
- 2 I had a particularly / totally good meal at the sushi place in town. The only problem is I'm still completely ravenous / hungry.
- 3 It was utterly ludicrous / funny when the girl fled just because the man was a bit / absolutely ugly.
- 4 I'm completely / rather petrified of spiders. They're totally hideous / ravenous.
- 5 What totally devastating / petrifying news. You must both be bitterly / absolutely disappointed.

1.8 The words mood and attitude are used in many expressions. Match the sentences (1-5) with the expressions (a-e).

| 1 | He's very up and down. |
|---|----------------------------------------------|
| 2 | I wouldn't go near him just now. |
| 3 | He hates anyone with authority. |
| 4 | He's never put off by a challenge. |
| 5 | He doesn't feel like going clubbing tonight. |

a He's got a real attitude problem.

adjectives.)

- b He's not in the mood.
- c He's in one of his moods.
- d He has terrible mood swings.
- e He's got a real can-do attitude.

9 optimistic ______ 10 patient _____ 11 positive _____ 12 relaxed

V Vo

Vocabulary note

Angry is a gradable adjective. We can make it stronger or weaker using adverbs, e.g. very; quite; extraordinarily; a bit; rather; mildly.

Furious is an example of an extreme adjective as it includes the idea 'very'. This means we cannot use very with furious (not very furious). To make extreme adjectives stronger we use adverbs meaning 100%, e.g. absolutely; completely; thoroughly; utterly; totally: I was totally furious when my brother crashed my car.

Really can be used to make both gradable and extreme adjectives stronger.

There are many exceptions to these rules and it is useful to make a note of adverb + adjective collocations you see: faintly ludicrous, thoroughly miserable, bitterly disappointing, endlessly fascinating (See Unit 7, 2.4 for more on gradable

Memory

2.1 Think about your own memory and complete these sentences.

| 1 | I have a fantastic memory for |
|---|-------------------------------|
| 2 | I'm terrible at remembering |
| 3 | A memorable event was |
| 4 | I find it easy to memorise |
| 5 | I always remember to |
| 6 | As a child I romember |

forgotten memories mind photographic recall retain short-term

W Vocabulary note

Remember has a different meaning when followed by to-infinitive or the ing form of a verb.

He remembered to phone work to say he was going to be late. (= It is a fact. He definitely did phone work.)

He remembers phoning work to say he was going to be late. (= It is a memory. He thinks he phoned work.)

(See Unit 10, 2.1 and 2.3 for more on verb + to-infinitive / -ing patterns.)

2.2 Complete the text with words from the box.

| Т | |
|----|----------------------------------------------------------------------------------------------------------|
| A | far as our (1)memories are concerned, my twin sister and I couldn't be more different. She only |
| ha | s to see or hear something once to remember it – it's what they call a (2) memory. |
| A | nd she'll (3) that image or that sound more or less indefinitely. As for me, I've got a |
| (4 | like a sieve. If you say something to me now, I'll have (5)it ten |
| m | nutes later. It's a case of in one (6) and out the other. I'm like an old person – I've |
| go | t a terrible (7) memory. By contrast, my long-term memory is fantastic. I can still |
| (8 | the names of all the other children in my first class at school – that's over thirty years ago. |
| ľ | COLLOCATION Read the sentences about memories. Put a (/) if the sentence is about |
| re | membering something. Put a (X) if the sentence is about not remembering $/$ being able to remember. |
| 1 | The visit to my old school triggered an early memory of my favourite teacher, Mr Bell. |
| 2 | Psychiatrists used to believe patients' problems were caused by repressing traumatic childhood memories. |
| 3 | A service was held to honour the memory of the war dead. |
| 4 | He refused to move on with his life, reliving the bitter memories of the courthouse time and time again. |
| 5 | My grandma loves that record. She says it brings back treasured memories of her youth. |
| 6 | It's all so vague! I need something to jog my memory. |
| 2 | .4 Answer these questions using the words in italics from 2.3. |
| 1 | Which two adjectives are used to describe a very unpleasant memory? |
| 2 | Which two words describe memories from when you were young? |
| 3 | Which three expressions mean 'remind someone of something'? |
| 4 | Which word could you use to describe a memory which is not clear? |

Reading and Use of English Part 1

For questions 1 – 8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).



Exam tip

Study the spaces one by one, paying careful attention to the words before and after the gap. The four options you have to choose from will be similar in meaning but only one will fit correctly in the gap. The correct answer may also be the only word to fit grammatically.

Learning new words in a foreign language

| Rer | nem | bering words s | uccessfu | illy is a chancy | business, | but over the las | t forty ye | ars psychologists have |
|------|-------|-------------------|-----------|-------------------|-------------|------------------|------------|------------------------------|
| fou | nd th | ree methods v | hich cor | nsistently impro | ove this im | portant languag | e learnin | g (0)These are: |
| cre | ating | a visual (1) | for | the word you v | vant to ren | nember; forming | word as | sociations; and recalling |
| the | wor | d by (2) | of a sto | ry. (3) ir | nto attemp | ts to remember | lists of w | ords has shown that these |
| | | | | | | cent over simply | | |
| | | | | | | | | added to the other three; |
| it's | surp | risingly simple. | It only (| 6) sayir | g the work | d you want to re | member | to yourself. It doesn't even |
| see | m to | matter if you | don't say | the word aloue | d – it only | has to be mouth | ed. Acro | ss eight experiments in |
| | | | | | | | | ound memory improvements |
| | | nes in (8) | | | | | | |
| 0 | A | capability | В | skill | С | capacity | D | competence |
| 1 | Α | impression | В | photo | С | сору | D | image |
| 2 | Α | means | В | ways | С | methods | D | processes |
| 3 | Α | Enquiries | В | Studies | С | Research | D | Questions |
| 4 | Α | result | В | lead | С | cause | D | produce |
| 5 | Α | indication | В | support | С | data | D | evidence |
| 6 | Α | includes | В | needs | С | involves | D | implies |
| 7 | A | participants | В | applicants | С | contestants | D | contributors |
| 8 | Α | surplus | В | excess | C | addition | D | extra |

Fame and fortune

Celebrity culture, reality television

Celebrity culture

| | All and the second seco | |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| 1.1 | Write the names of people you kn | ow that fit these descriptions |

- 1 a national sporting legend ______ 4 a world-famous celebrity____ a television personality____
- a big name in showbiz
- 5 someone who is famous for no particular reason

1.2 Choose the correct words to complete the first part of this text.

Celebrities have immense social capital: they have many social perks and get jobs that are (1) rarely / readily available to ordinary people. Long after they are at the peak of their career, celebrities can still get (2) expensive / lucrative work in areas unconnected to their (3) benefits / talents. A former footballer, for example, might be paid to attend a public (4) appearance / entrance and speak on a subject totally unrelated to their accomplishments.

The mass (5) medium / media plays a key role in promoting the (6) exposure / exposé of celebrities and this has led to celebrity becoming a sought-after status. While many people aspire to achieve fame and envy celebrities, the lifestyle is not without its drawbacks. Some stars who have (7) attained / undergone celebrity often suffer from life in the public eye and the risk of being (8) stalked / obsessed by fans.

Vocabulary note

The word celebrity can be a countable or uncountable noun. Some envy celebrities and many aspire to celebrity.

a celebrity = a person who is famous

That magazine is full of photographs of international celebrities.

celebrity = the state or quality of being famous Celebrity has become a soughtafter status.

1.3 Find words and expressions in the text which match these definitions.

- 1 very large or great ____ 2 wanted by many people benefits which are not financial
- skills learnt through practice_____
- 5 want to become in the future
- 6 feel jealous of _____
- 7 position in society
- 8 attention from the media

1.4 Which word in each group is different? Why?

| 5 | compensation | fee | payment | perk | reward |
|---|--------------|-------------|-------------|-------------|-----------|
| 4 | credibility | entitlement | esteem | recognition | respect |
| 3 | devotion | envy | infatuation | jealousy | obsession |
| 2 | competence | benefit | gift | skill | talent |
| 1 | celebrity | fame | popularity | prosperity | stardom |

¹ Prosperity is not about how much people like you.

1.5 Complete the second part of the text from 1.2 with words from the box.

| attaining | g rewards | consult | ancy | credibility | non-famous |
|-----------|-----------|---------|---------|-------------|------------|
| reality | talented | royalty | sectors | value | |

| Celebrity culture has pervaded alm | ost all (1)sectors |
|----------------------------------------|-----------------------------------|
| of society. It is no longer restricted | |
| film stars and singers. However, | |
| of people can achieve celebrity. I | |
| (3) can be | huge. (4) |
| work is often a lucrative area, as | is advertising branded products. |
| Watch any (5) | TV show and you will find |
| contestants who dream of (6) | celebrity. |
| However, any fame they achieve | is likely to be fleeting and with |
| limited social or economic (7)_ | • |
| In many industries, such as the a | rts, celebrity can be |
| advantageous. Many (8) | people working |
| in the arts are likely to be relative | |
| they may be as (9) | as their more famous |
| counterparts. This results in reser | |
| with people actually facing a loss | s of (10) |

Vocabulary note

The prefix non- adds the meaning 'not' or 'the opposite of' to adjectives or nouns. Some of the more common words which begin with non-include:

- · adjectives: non-addictive, nondisposable, non-essential, nonjudgemental, non-political, non-profitmaking, non-specific, non-standard
- · nouns: non-believer, non-smoker, non-swimmer, non-fiction

| 1.6 | COLLOCATION | Complete the compound nouns in bold with a word from the box. |
|-----|-------------|---------------------------------------------------------------|

| a | ttention coverage empire endorsements gossip lifestyle |
|---|----------------------------------------------------------------------------|
| 1 | He has a global media <u>empire</u> worth billions of dollars and h |
| 2 | She wanted to marry a footballer so that she could experience a |
| 3 | Designers try to get celebrity of their products as a kind |
| 4 | Media of the royal visit largely focused on the princess's |
| 5 | Celebrity, true or otherwise, sells a lot of newspapers th |
| 6 | The persistence of media from the likes of paparazzi can |
| 1 | .7 Find and correct the two misspelt words in each sentence. |
| 1 | Paparrazi who stack celebrities can earn large sums of money. |
| 2 | I dislike famos people, but think I still envie them a bit |
| 3 | Celebrities who acheive fame very quickly are often forgetten jus |
| 4 | Many very tallented individuels never become famous. |
| 5 | Retired sports personnalities often earn money form speaking fe |

6 I highly recomend her biography. It's full of wierd celebrity anecdotes.

Reality television

- 2.1 Choose the definition of reality television which is closest to your personal opinion.
- 1 A TV genre featuring ordinary people in unscripted dramatic or humorous situations.
- 2 Live television that monitors the behaviour of real people in manufactured situations.
- 3 A type of programming which shows how ordinary people behave in everyday life.

2.2 Listen to three people talking about reality television and choose the phrase from the box which represents their view. You do not need to use one of the phrases.

| complete rubbish my kind of television | a bit of an embarrassment | relaxing entertainment |
|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|--------------------------|
| peaker 1 Speaker 2 | Speaker 3 | _ |
| 2.3 246 Listen again and complete t | hese sentences with words t | used by the speakers. |
| Speaker 1 compares watching a reality to | elevision programme to readi | ng a |
| Speaker 1 thinks people need programm | | |
| Speaker 2 compares reality television to | a which yo | ou can't look away from. |
| Speaker 2 does not approve of producers | s manipulating the | of reality TV shows. |
| Speaker 3 is interested in how new acqua | | |
| Speaker 3 is fascinated by the | | |
| | | |
| 2.4 WORD BUILDING Complete the | table with words which hav | e related meanings. |
| Noun | Verb | Adjective |
| (person) | | addictive |
| (problem) | | (problem |
| drama (film/TV adaptation) (person) | | - |
| | | |
| antasy | | |
| fantasy (person) | | |
| antasy | manipulate | |
| (person) | | |
| (person) | | in the recording script. |
| (person) | sions in italics can be found | |
| (person) (person) 2.5 Answer these questions. The express What have you read or watched that you | sions in italics can be found consider trashy? | |
| (person) (person) 2.5 Answer these questions. The express What have you read or watched that you What are some of the things that you do | sions in italics can be found consider trashy? to unwind? | |
| (person) (person) (person) Answer these questions. The express What have you read or watched that you | sions in italics can be found consider trashy? to unwind? oulsive viewing? | |

Reading and Use of English Part 2

For questions 1 - 8, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).



Exam tip

Look at the words before and after the gap in the text. This will help you to decide what type of word you need, such as a preposition, an article, a pronoun or an auxiliary verb. Missing words may be part of phrasal verbs or fixed phrases.

| The Hollywood Star System |
|----------------------------------------------------------------------------------------------------|
| The star system was the method (0)of creating, promoting and exploiting movie stars of |
| early twentieth-century Hollywood cinema. In the past, studios used (1) select promising |
| young male and female actors, then glamorise and create new personalities for (2), often |
| inventing new names and even new family and social backgrounds. Legendary actors (3) |
| were put through the star system include Cary Grant and Joan Crawford. |
| The star system put an emphasis (4) the image rather than the acting skill. |
| (5) was expected that women would behave like ladies at all times, and were never |
| allowed to leave the house without stylish clothes and full make-up. Men always had to behave like |
| gentlemen (6) public. |
| Just (7) studio executives, public relations staff and agents worked alongside the actor |
| to create their star personality, so they would work together to cover (8) any incidents |
| that could damage the public image of the star. A star's personal problems, such as divorce, would |
| be suppressed. |

Families, friends

Families

1.1 Quickly read the article to find the answers to these questions.

- 1 The writer names five roles that grandparents have in family life. The first is adviser. What are the other four?
- 2 When was it easier than it is now to teach children about beliefs and values?
- 3 What phenomenon is responsible for the changes in children today, according to the writer?

The role of grandparents in children's upbringing

- (1) The word grandparents is descriptive of the unique dual parenting role that this generation assume. It emphasises the vital part they play in family life. With a wealth of old world experience behind them, and with the unique ability to metamorphose from advisers or mediators into listeners or friends, they can offer support and stability in an ever-changing world.
- (2) The underlying sense of responsibility that goes with this is tremendous. Grandparents perform a balancing act between the needs of their adult children and those of their grandchildren. This role is varied. It is imperial at times, muted at others. It goes underground whenever required, but it is solid and absolutely dependable.
- (3) Grandparents often bridge the gap between parents and their children. Rebellious, independent children who are trying to find their feet are almost always at loggerheads with their parents. The role of grandparents can be very important provided they act as impartial judges and are able to convey this feeling to both parties. Grandchildren prefer to listen to their grandparents rather than their parents, who often find themselves up against a brick wall.
- (4) One important thing, which seems to be missing in the lives of children today, is a sense of family, values, beliefs and principles. This is where the grandparents step in. However, instilling beliefs and values is not as easy as it was fifty or sixty years ago. Then, no questions were asked and there was an implicit sense of trust. With changing times and changing outlooks, children have started to question the validity of everything around them. Globalisation has eroded their sense of belonging and weakened identification with their roots. Science and technology force them to doubt every traditional belief.
- (5) Parents, who have so many demands on their time, are perhaps not in the best position to instil traditional values in their offspring. Children are very demanding and grandparents, without appearing to be pushy, have both the time and the experience to deal with tantrums. They can appease, soothe and impart values with tremendous ease. Our Indian culture is rich and varied, but how many children recognise this? Grandparents can teach them to appreciate cultural traditions and inform their moral development.

1.2 Match these expressions from paragraphs 1, 2 and 3 with their definitions.

- 1 have a wealth of -
- 2 perform a balancing act
- 3 be at loggerheads
- 4 bridge a gap
- 5 be up against a brick wall

- a find it impossible to make progress
- h deal with different demands at the same time
- c provide a connection
- d be unable to agree
- have a lot of

| 40 | |
|----|-------------------------------------------------------------------|
| | Read the text again and find words which match these definitions. |
| | nead the text again and find words which match these definitions |

- 1 a strong state which is unlikely to change or fail (paragraph 1)
- trustworthy and reliable (paragraph 2)
 not favouring one side in a disagreement (paragraph 3)

1.4 Now complete these sentences using words and phrases from 1.2 and 1.3.

- 1 Adults often have to perform <u>a balancing act</u> between looking after their children and caring for their ageing parents.
- 2 Money from parents often ______ between what students can earn and what they need to pay out.
- 3 My best friend is thoroughly ______ . She's always there when I need her.
- 4 My brother and I never really got on very well. We were constantly
- 5 Parents and grandparents provide the ______ which children need in their early years.
- 6 Parents should not take sides in their children's disputes. They should remain

1.5 Which of these verbs from paragraphs 4 and 5 have similar meanings? Use the text to help you.

appease appreciate doubt erode impart inform instil question recognise soothe teach weaken

appease - soothe

1.6 COLLOCATION Which of the adjectives in each box CANNOT replace the word in italics in the sentence below it? Why?

1 idyllic troubled traumatic turbulent

The siblings have some behavioural problems which are thought to result from their difficult childhood.

An idyllic childhood does not cause problems.

2 middle-class privileged tough sheltered

My comfortable upbringing meant there were a lot of survival skills for me to learn when I left home.

The usual form of noun

The usual form of nouns from phrasal verbs is: verb + particle:

Vocabulary note

Communications **broke down** between the parties.

There was a breakdown in communication.

The rocket is due to lift off at 5.30 this afternoon.

Liftoff is at 5.30 this afternoon.

Another form these nouns take is: particle + verb:

The disease broke out in the poorest part of the city. The outbreak started in the poorest part of the city.

Here are some more examples:

set out / from the outset, take in / this year's intake, cry out / a public outcry

loving supportive

dysfunctional

I'm lucky to have a strong family, who'll always be there for me.

4 committed solid stable uneasy

close-knit

They told me that the success of their marriage came from their secure relationship.

concerned distraught pushy worried

I was met at the hospital by my *anxious* parents, who suddenly seemed very old and fragile.

Friends

| 1 'A true friend is one who overlool | ks your failures and tolerates you | ur successes.' (Doug Larson) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| by trying to get other people inte | erested in you.' (Dale Carnegie) _ | ed in other people than you can in two yea |
| 3 'Few friendships would survive if | each one knew what his friend s | ays of him behind his back.' (Blaise Pascal) |
| 2.2 Complete this email to a rad | lio programme with words fron | n the box. |
| PASSAGE OF THE PASSAG | | |
| advice conflicts contribute g | o into partnership ruin | |
| but I am reluctant because of potential Does anyone have any words of (4) | al (2) that may about doing but ure our business (5) | cr. I think it would be an exciting opportunity, (3) our relationships. usiness with friends? I'd also like some, given that all of us will be making a different ways. |
| advise against going into business v | vith friends? Listen and check. | ice. How many of them do you think will |
| 2.4 \[2.4\] Listen again and ma | | |
| Speaker 1 | a warns against business parti | |
| | | ho are not friends in the business. |
| Speaker 3 | | a friendship for the sake of profit. |
| Speaker 4 | d stresses the importance of v | written plans and legal documents. |
| 2.5 Match the phrasal verbs in | italics with their definitions. | |
| 1 If business partners fall out, the b | ousiness may suffer. | a become less close over time |
| 2 We really don't want to mess up | our relationship. | b begin to feel romantic love for |
| 3 It looks like my brother and his f | riend have broken up. | c disappoint or fail someone |
| 4 My father fell for my mother the | first time they met. | d end a romantic relationship |
| 5 Real friends will never let you do | wn. | e argue and be on bad terms |
| 6 They used to be best friends, but | t they've drifted apart. | f create problems, damage |
| 2.6 Complete the sentences with | th a noun from the box. | |
| break-up falling out letdown | | |
| 1 We had such high expectations | of her, so this kind of behaviour | is a real . |
| 2 The news of the of the s | | |
| 3 They had a terrible I do | | |
| and the state of t | | |

2.1 Read these quotes about friendship. Put a (\checkmark) if you agree. Put a (X) if you disagree.

Listening Part 3

You will hear part of a radio interview in which two psychologists, Stella Burrows and Simon Peres, are giving advice to office workers. For questions 1 – 6, choose the answer (A, B, C or D) which fits best according to what you hear.

- 1 Why does Stella mention 'the smooth talker' and other office types?
 - A They are successful personas to adopt.
 - B They are people who don't contribute much to a company.
 - C They are kinds of people we should try to avoid in offices.
 - D They are characters every office worker will recognise.
- 2 According to Simon, what should 'live-to-work' employees consider?
 - A the best way to impress their boss
 - B what colleagues really think of them
 - C achieving a work-life balance
 - D perfection is desirable
- 3 According to Stella, why might colleagues be irritated by 'work-to-live' types?
 - A They seem to have no ambition.
 - B Their excuses may be unconvincing.
 - C They may not do their fair share of work.
 - D Their lack of effort goes unnoticed by senior staff.
- 4 Simon thinks the majority of employees
 - A are too conscientious.
 - B are neither of the types described.
 - C do not make enough effort.
 - D have a healthy work-life balance.
- 5 According to Stella, what will happen if someone does not take their job seriously?
 - A They will irritate their colleagues.
 - B Their colleagues will feel obliged to work harder.
 - C Their colleagues will envy them.
 - D They will lose the trust of their colleagues.
- 6 Stella warns employees against
 - A constantly seeking advice from superiors.
 - B asking colleagues for their views.
 - C giving advice which was not asked for.
 - D openly criticising other people's contributions.



Exam tip

Before you listen, read through the questions and underline the main idea in them. This will provide a focus for your listening. While listening, wait until the speaker has finished talking before you choose your answer. Listen for the idea expressed in the four possible answers rather than for specific words.

Holidays, enjoying exercise

Holidays

| 4 4 | Answer these of | | L - 11 J | |
|-----|-----------------|------------------|-------------|----------------|
| 1.1 | Answer these c | luestions from a | a noligav g | luestionnaire. |

- 1 What was your most recent holiday destination?
- 3 Why did you choose this destination?

2 How did you travel?

4 What kind of accommodation did you choose?

1.2 Complete the description of childhood holidays with words and phrases from the box.

destination entertainments international flights isolated beach local cuisine pack self-catering spectacular scenery tropical resorts two-week

| When I was a child it was fairly unusual to go on a for (1) <u>international flights</u> were exorbitant compare holidays to (2) were pretty much ur (3) our aged car with the necessary twelve-hour drive through the night. Our (4) | d to those offered by today's budget airlines. Package heard-of. Instead my parents would belongings, and our family holiday would begin with a |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| Each year, my parents booked a different (5) (6) and invariably with no mod con There wouldn't even be a washing machine, never min | cottage, usually next to an s whatsoever. The beds were always lumpy and damp. |
| No doubt we were surrounded by (7) | Armed with these and a towel, uilt extravagant castles, we buried my father alive, we |
| I pity the kids today with their (9) | ? Who needs artificial lagoons featuring wave |

1.3 COLLOCATION Find collocations in the Vocabulary note which match these definitions.

a break for parents and their children <u>a family holiday</u>

a holiday with outdoor activities <u>a holiday in another country</u>

a day off from work for everyone <u>a holiday at the seaside</u>

to arrange and pay for a holiday _

V Vocabulary note

- verb + holiday: go on have of take of book of cancel a holiday
- adjective + holiday: public annual two-week foreign exotic holiday
- noun + holiday: package/ beach/ family/ adventure holiday
- holiday + noun: holiday resort/ destination/ season/ insurance

- 1.4 Write sentences of your own which include these collocations.
- 1 cancel a holiday
- 2 winter holiday
- 3 holiday resort
- 4 holiday insurance
- 1.5 Match each word in the box with a word in italics with a similar meaning.

artificial authentic exotic extravagant isolated local spectacular unheard-of

- 1 We wanted to honeymoon in a remote location with incredible views.
- 2 We searched high and low for genuine regional handicrafts to bring back as souvenirs.
- 3 I think it's wasteful to build a man-made beach when there are homeless people in this city.
- 4 If you want to go to a far-flung destination, you'll have to pay excessive amounts of money.
- 5 In the 1980s, Thailand was almost unknown as a tourist destination for Europeans, but now it's very popular.

Enjoying exercise

2.1 COLLOCATION Match the nouns in the box with the correct list of noun collocations below.

aerobics eycling football martial arts swimming tennis walking

- 1 <u>cycling</u> accident, enthusiast, helmet
- 2 class, routine, workout
- 3 ______instructor, fighter, expert
- 4 _____tour, boots, pace
- 5 _____ pitch, league, tournament
- 6 _____lesson, coach, court
- 7 _____ costume, goggles, pool
- 2.2 Complete the following sentences with collocations from 2.1.
- She's something of a <u>martial arts expert</u> and is a black belt in judo and karate.
- Our PE teacher used to make us run the length of the if we misbehaved.
- The traffic was so bad that we crept along at a ______ for most of the journey.
- 4 I can't come in the pool with you. I've left my
 _____ and my towel at home.
- 5 I go with some of the other girls to a regular which keeps me fairly fit.



active. ____

2.3 Think of adjectives that express your personal opinion of each form of exercise in 2.1.

For me aerobics is exhausting but exhilarating.

| | Listen to someone talking about exercise. Are these necestrue (T) or false (F) according to the speaker? |
|---|----------------------------------------------------------------------------------------------------------|
| 1 | You have to be serious about getting into shape |

2 There is no need to drastically change your schedule to be more

3 Shopping is a healthy activity.

4 If you perform, you should make bigger movements. _____

5 Swimming has three major advantages as an exercise. _____

6 Gyms charge too much money. _____

7 Other people can be distracting when you're exercising. _____

8 The benefits of exercise are worth a little pain.

W Vocabulary note

Exercise can be uncountable or countable as a noun.

The uncountable noun describes physical activity that people do to keep fit and healthy:

Regular exercise is good for you. Swimming is my favourite form of exercise.

The countable noun has several uses:

- specific physical or mental activity to improve something:
 I do stomach exercises every day. I'm not keen on doing grammar exercises.
- a course of action to achieve something specific:
 The company statement is part of a public relations exercise.

| 2 | 15 249 Listen again and complete the sentences with words | and phrases used by the speaker. |
|---|----------------------------------------------------------------------|----------------------------------|
| 1 | She recommends that busy people make some | to their daily routine. |
| 2 | She says that performing at home is an enjoyable way of | |
| 3 | She thinks that people are discouraged by the | at gyms. |
| 4 | She encourages listeners with a favourite sport to be more than just | st a |

2.6 Complete the phrases in bold in the questions with the correct prepositions. There are similar sentences in the recording script. Answer the questions about yourself.

5 She reassures listeners that if they include neighbours in their plans, they'll be _

| When do you catch | with gossip? | |
|-------------------------|----------------------------|---------|
| How do you burn | calories? | |
| What do you do when | you 're low | energy? |
| What kind of social act | ivities do you hang | |

Vocabulary note

The phrasal verb particle off has a number of meanings:

- departure or separation, e.g. get off, close off:
 They've closed off the city centre.
 - They've closed off the city centre because of a bomb scare.
- beginning, e.g. set off, start off, trigger off:
 The incident triggered off a political debate
- stop or cancel, e.g. call off, cut off, switch off:
 They've called off tomorrow's meeting.
- decrease or completion, e.g. burn off, wear off, tail off:
 The effect of the medicine is wearing off now.

Reading and Use of English Part 8

You are going to read an article about travelling in China containing advice for European tourists. For questions 1 – 10, choose from the people (A – E). Each person may be chosen more than once.

| Which writer | |
|----------------------------------------------------------------------------------|----|
| advises tourists not to spend time worrying about getting the best deals? | 1 |
| gives advice to tourists considering travelling alone? | 2 |
| expresses regrets about communication with local people? | 3 |
| mentions the advantages of being with somebody who can speak the local language? | 4 |
| suggests a way to meet ordinary people on public transport? | 5 |
| suggests a region where travellers can find cheap accommodation? | 6 |
| warns against travelling by plane? | 7 |
| suggests an economical way of paying for a range of services? | 8 |
| advises people to book before they travel by rail? | 9 |
| warns travellers that one of the nighttime travel options is illegal? | 10 |

China on a shoestring?

A

You can probably manage on less than 30 euros per day. To do this, you'll have to look for the lowest fares on buses or trains and stay in hostels or budget hotels, of which there are many in southwest China. Taking the train is the best way of getting from one big city to the next, but buses are more economical. There are buses you can sleep on for long journeys – but having said that, they're pretty uncomfortable. One thing I can't stress enough: you'll miss out on the real China if you fly. Getting off the beaten track is best done by other means. However, in rural areas the language barrier was a challenge for me. I'm only sorry I wasn't able to converse more effectively.

B

I'd always liked the thought of being a solo traveller, but I think I'd probably had a better time going on something organised. My travel and accommodation cost about a hundred pounds a week, then there was food and flights to China on top of that. Once I'd paid, I didn't have to worry about money or anything else and I had people to share the experience with. I'd really recommend this option if you are in the same position. Our guide was a native speaker but fluent in English. He accompanied us everywhere and made everything so easy for the group.

C

Beijing seems really expensive to start with, but you soon find out how to get by on a budget and still eat well – the restaurants near the station are a good place to start. If you're going to travel around China by train, I'd suggest that you buy your ticket in advance, especially if you want to travel on a public holiday. And if you choose the cheaper seats, you'll be sure to get acquainted with the real Chinese. I can guarantee that they'll be interested in you. I've heard that you can travel pretty cheaply by plane these days, but I don't feel like I missed out. I would not have come into contact with so many locals if I had prioritised my own comfort whilst travelling.

D

If you go all the way to China, make sure you do as much as possible, instead of constantly looking for the least expensive ways of doing things. Obviously organised trips cost a little more than doing everything yourself, but I think you have a better experience. The travel reps are very efficient and want to make sure you get a good impression of the places you visit. As everything's set up in advance, you avoid misunderstandings and difficulties which can arise if you're trying to make arrangements in an unknown language.

E

Compared with travel in Europe, the cost of public transport in Chinese cities is incredibly cheap. In the capital, Beijing, for example, it only costs the equivalent of 30 cents to travel by underground anywhere in the city. If you buy what they call a "pass", you can travel around the city, but it can also be used to pay for public phones, for taxi fares or even to buy things in supermarkets. In many cities, taxis are a real option for travellers on a tight budget. If you share with other tourists, it can be cheaper than taking the bus. If you intend to go out at night, there may be night buses, but taxis are the most likely choice of transport, although some private citizens offer a taxi service in their private cars. These are often cheaper than taxis, but if you use them, you may be in danger, and you should remember that taking a "black taxi" is actually forbidden in China.

39 Media

News and information, press freedom

News and information

1.1 Which of these sources of information are important to you? Put a (/).

| internet blogs | 24-hour TV news | in-depth news analysis |
|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| 1.2 Complete the text wit | h words and phrases from the b | ox. |
| access to directly expert reported stay up to date | analyst media channels mob subscribe to targeted informa | ile devices tion tuning in |
| Information sources of the | future | |
| The first and most dramatic ch | nange is the advent of social news. | Social news is rapidly becoming the means by |
| | | e world. News is no longer (2)assing the traditional (3) |
| Instead of having an edited v | rersion of what a(n) (4) getting information (5) | is saying, we hear it straight from the |
| A new wave of entertainment (6)to a T | t has also arrived, one dominated V channel, we decide what to wa | by games, video and audio streams. Instead of tch and when to watch it. We no longer have to what we see. We control everything ourselves. |
| And a new concept in the for increasing number of service that you are in. For example | rm of (8) is slo es on (9) which | owly emerging. We are already seeing an h provide information for the particular area g services' which provide you with a list of |
| (10)mor | s is going to explode in years to c e information than we can consur y. And this will expand far beyon | ome. In a world where we have ne, selecting that which is relevant will be a very d the simple geo-targeting that we see today. |
| 1.3 Find words and phras | es in the text which match | V Vocabulary note |
| these definitions. | | |
| 1 ignore a normal part of pr directly bypass | _ | The original meaning of the word channel was a passage for water: The English Channel lies between England and mainland Europe. |
| 2 not edited or censored | | It is now also used to mean a way to |
| 3 news from websites where which are given priority _ | e members decide the stories | communicate information: diplomatic channels, television channel |
| 4 appear for the first time _ | | Channel can also be used as a verb, meaning do something in a particular direction: He needs to |
| 5 use | | channel his energy into something more positive. |

1.4 WORD BUILDING Complete the table with words which have related meanings.

| Noun | | Verb | Adjective |
|------------------|----------------------------|-----------|---------------------------------------|
| analyst (person) | (process) | | |
| | | dominate | |
| | _ | emerge | |
| | _ (process) _ (person) | subscribe | (too much demand) (not enough demand) |
| | _ (event) _ (substance) | explode | |
| | _ (action) _ (person) | consume | (made to be consumed) |

| in 1.4 | table | from the i | words | ete these sentences us | 1.5 |
|--------|-------|------------|-----------|------------------------|-----|
| in | table | rom the | g words : | ete these sentences us | 1.0 |

- 1 I must renew my <u>subscription</u> to Time Magazine, which runs out next month.
- 2 It has been widely reported that three civilians have been injured in a bomb _____ in the city centre.
- 3 A good journalist can ______ a situation quickly, process a large quantity of information and report what's happening accurately.
- 4 Comparison websites were one of the great successes of the dotcom boom. They allowed ______ to shop around before making their final buying decisions.
- __ of online media has affected the sale of traditional newspapers and magazines.
- 6 Three rival companies are fighting for ______ of the information technology marketplace.

1.6 COLLOCATION All of the words below collocate with device, e.g. a mobile device. Which word is different in each list (1-3)? Why?

| 1 | explosive | electronic | mechanical | nuclear |
|---|---------------|------------|---------------|----------|
| 2 | digital | handheld | mobile | portable |
| 3 | communication | navigation | labour-saving | storage |

Press freedom

2.1 What does the term freedom of the press mean to you? Put a (✓) if you agree with a statement.

- 1 Newspapers can publish anything they like even if it is not true.
- Newspapers can publish anything, but they must be able to prove that it is true.
- Newspapers can publish anything as long as it is not politically sensitive.
- 4 Journalists and reporters do not have to reveal their sources of information.

Error warning **②**



The adjective big is often used when great, large or wide would be more appropriate.

- LARGE: a large number/a large quantity/a large amount
- GREAT: great pleasure/great importance/great fun/great success
- WIDE: a wide choice/a wide range/a wide variety
- BIG: a big increase/a big improvement/a big problem/a big surprise/a big impact

2.2 Complete this news story with one word which best fits each gap.

| Politicians in Iceland are developing laws (1) <u>to</u> improve freedom of speech. The 'Icelandic Modern Media Initiative' is their response to increasing pressures on the freedom of information. The laws, which are some of the most liberal in the world, are being introduced (2) the aim of protecting freedom of speech in Iceland as (3) as increasing the country's attractiveness to journalists. |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The initiative aims to make (4) possible for journalists, bloggers and publishers to publish (5) fear of punishment and focuses on the need to protect sources from any investigation (6) their identity. (7) theory, foreign media companies operating out of Iceland could also benefit from these laws. |

2.3 \(\bigsize{50}\) Listen to four speakers reacting to Iceland's new press freedom law. Answer these questions for each speaker.

- 1 Are they in favour of the new law?
- 2 Do they think it will be completely successful?

2.4 \sum_51 Listen to the first speaker again and complete the text with words she uses.

| Iceland wants (1) | journalism to be free of |
|------------------------|----------------------------------------------|
| | nce by the rich and powerful. Although I |
| thoroughly approve | of the idea, the difficulty is that the rich |
| | ofit from freedom of (2) |
| | al which is either a gross infringement of |
| the (3) | of an individual, or misinforms the |
| general public on im | portant issues. Allowing international |
| media organisations | to say what they like, free from any |
| (4) | , creates a new form of totalitarian state. |
| | libel tourists - media corporations that |
| want to profit, withou | out fear of correction or sanction, at the |
| (5) | of the individual. |
| | |

W Vocabulary note

Notice how the speakers use adverbs to strengthen their expressions of opinion:

- I thoroughly approve of the idea.
- I wholeheartedly support Iceland's move.

This is a fantastic proposal that will undoubtedly help news organisations.

I honestly don't think that it's going to make much difference.

2.5 Complete these sentences with your own ideas.

- 2.6 Choose the correct definitions for the words in italics used by the speakers.
- 1 '... by publishing material ...'
 - a substance which objects are made from
 - b information used when writing something
- 2 ' ... without fear of sanction ... '
 - a an action taken to make people obey a law
 - b official approval or permission

- 3 '... one European country revises its laws ... '
 - a to study something previously learned
 - b to change something in order to improve it
- 4 ' ... a fantastic and innovative proposal ... '
 - a statement of opinion or judgement
 - b formal suggestion or plan

Reading and Use of English Part 4

For questions 1 – 6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given. Here is an example (0).



Exam tip

Check that you have not used too many or two few words. Remember that if you use contractions, for example isn't, this counts as two words, not one.

Check that you have not kept any unnecessary words from the first sentence. Check that the grammar of your sentence is correct and that you have not changed the given word in any way.

| WONDERING | could buy me a news | paper when you're out? | | | | |
|----------------------------------------------|--------------------------|------------------------------------------------|--|--|--|--|
| _was wondering | whether you could | d buy me a newspaper when you're out. | | | | |
| When I leave unive | ersity, I hope to becor | ne a serious investigative journalist. | | | | |
| When I leave unive | ersity, | to become a serious investigative journalist. | | | | |
| Individuals are not | wealthy enough to ta | ake international media corporations to court. | | | | |
| Individuals cannot | | international media corporations. | | | | |
| Traditional newspa | pers will probably ha | ve disappeared by the year 2020. | | | | |
| By the year 2020, | | will have disappeared. | | | | |
| Regular television broadcasts began in 1937. | | | | | | |
| 1937 | regula | ar television broadcasts. | | | | |
| I don't think I could | l live without a daily n | ewspaper. | | | | |
| 1 | without a | daily newspaper. | | | | |
| I spent all morning | looking for the inform | nation I wanted. | | | | |
| | | | | | | |

40 The world of work

Employment patterns, economic migration

| Employ | ment patte | erns | | vocabulary note |
|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| in where you live? Put | | mining | | make an employee redundant; lay an employee off (informal) = an employ no longer needs members of staff: My father was/has been made redundant. They're laying me off next month. |
| 1.2 Match each was coverage; premium satisfaction; expect | insurance manufacture ord list with one of the n; payout; policy_ <u>insur</u> tations; bill; loyalty er; site; estate | industries in 1.1. | • | dismiss an employee; fire/sack an employee (informal) = an employee unsuitable: He was fired because he always came in late. The management dismissed him for misconduct. resign = the employee chooses to leave the employer: |
| 6 venue; hospitality; | tractor; produce promotion; festival | | • | I resigned two weeks ago. retire = an employee has come to the end of their career: My dad retired when he was 62. tes true (T) or false (F)? |
| Speaker 1 | Speaker | - 2 | Sp | peaker 3 |
| She got her first jo factory.She now works in | 4 Hei | nas lost two jobs s quite relaxed about ng lost his job | | His father used to run the farm. He employs five people. |
| 1.4 > 52 Listen | again and complete the | ese sentences with word | s used | by the speakers. |
| 1 When Speaker 1 le | eft school, there was very | little | | |
| | ned in | | | |
| | | | dian_ | |
| | | at the age of sixty-f | | |
| | n | | | |
| 6 Speaker 2 thinks it | is more worrying to be | | in | middle age. |
| 7 Speaker 3 doubts | that his children will | | him o | on the farm. |
| 8 Speaker 3 finds it o | difficult to make enough | money to | | |

1.5 Which formal words from the box can replace the words in italics in the sentences?

| acquire compensation dictate dismiss disturbs employer enqui | acquire | compensation | dictate | dismiss | disturbs | employer | enquirie |
|--------------------------------------------------------------|---------|--------------|---------|---------|----------|----------|----------|
|--------------------------------------------------------------|---------|--------------|---------|---------|----------|----------|----------|

| 1 | We always get a lot of | questions from customers who have misplaced their bills. | enquiries |
|---|------------------------|----------------------------------------------------------|-----------|
|---|------------------------|----------------------------------------------------------|-----------|

- 2 Employment laws lay down the warnings we have to give an employee before we sack them.
- 3 What bothers me is the significant increase in the number of unemployed graduates. _
- 4 During the week you will pick up many of the IT skills needed in the modern workplace.
- 5 If you hurt yourself at work, your boss may have to give you some money. ____

1.6 Choose the correct word in these sentences.

- 1 I'll be leaving job / work in about ten minutes' time.
- 2 I came to London to improve my English and now I am planning to find a job / work here.
- 3 He must get to job / work by 8 o'clock, otherwise he'll lose his job / work.
- 4 I just need the money. I'm prepared to do job / work of any kind.
- 5 If you do this, you'll have more job / work and I'll have an easier job / work.

1.7 COLLOCATION Complete the compound nouns in these sentences with words from the table.

Error warning **②**

Job is a countable noun which refers to a particular employment:

When she left college, she got a **job** as a magazine editor.

Work is an uncountable noun which describes the general activity in which we use effort:

I've got so much work to do. Work is also a verb.

| J | JOB <u>description</u> mark | | market | offer | opportunities | satisfaction | security | seekers |
|---|-----------------------------|------------------|--------------|---------------------------------------|--------------------------------------|------------------|-------------|------------|
| ١ | WORK clothes colleagu | | colleagues | es environment experience | | load | permit | space |
| 1 | The job_ | description | says you n | eed to have at l | east some releva | nt work | | |
| 2 | | | | when my work is | | | | |
| 3 | Job | c | annot be gua | ranteed during | an economic do | wnturn. | | |
| 4 | To create considera | | | , lighting | , space and noise | e levels must b | e taken int | 0 |
| 5 | She's wait | ting for her wor | k | to arriv | to arrive and then she can accept th | | | |
| 6 | The job is partice | | | arly tough for jo | b | fresh fror | n school o | r college. |
| 7 | Many of my work | | | are looking for new job | | outside the comp | | ompany. |
| 8 | | | | eed to bring suit ee from clutter. | | | remember to | |

1.8 Write a sentence about the country you come from for each of the issues in the box.

child labour equal opportunities executive pay industrial action migrant labour minimum wage redundancy unemployment retirement age work-life balance

Industrial action by airline staff disrupted flight schedules in the UK last year.

Economic migration

2.1 Read the text and underline the parts which give you the information in these sentences.

Paula found Ireland depressing.

- 3 Paula expected to find a good job in Ireland.
- 2 Paula is not sorry she moved to New York.
- 4 Paula was determined to be promoted.

Ireland's brain drain

Complete with a degree from a top Irish University and ready to join the world of work Paula McGrath struggled to find a job at home, so she decided to try her luck in the USA and escape the doom and gloom of the Irish economy. Now she can be found working in a restaurant in New York.

I graduated in Media Studies and came here to the US, which for many is the land of opportunity. I haven't landed the job of my dreams yet, but the excitement of living and working in a city like New York is like a dream come true in itself.

I always thought that I would stay in Ireland after I had graduated. The days when the country had a thriving economy were long gone, but there were still jobs for the more educated members of the workforce. At university I was aware that I couldn't wait for a job opportunity to spring up though, as there were plenty of people to fill gaps in the labour market when jobs were created.

At the same time Ireland was continuing to *churn out* more and more highly educated and highly motivated graduates, so I needed a plan to be able to compete. I decided that I would study as hard as I could and get the grades I needed to embark on a career.

I graduated with good grades and I was lucky enough to find a job in Dublin that had really good prospects. From my first day there I imagined myself climbing the corporate ladder and becoming an executive in the company. It was not to be though; after six months the company went bust and, all of a sudden, I found myself without a job.

I spent about six months trying to find a permanent job, but apart from some *freelance* work I couldn't find anything. I started to feel my work *ethic* disappear. It was at this point that I decided that it was time for a change. I came to the decision that I would try my luck in America. I applied for and got my visa and I haven't looked back since.

2.2 Find words and phrases in italics from the text which match these definitions.

| 1 | all the workers in a particular company, city, country, etc. workforce |
|---|------------------------------------------------------------------------|
| 2 | self-employed and working for many organisations |
| 3 | atmosphere of hopelessness |
| 4 | belief in the importance of work to life |
| 5 | produce something quickly and in large quantities |
| 6 | chances to be successful in the future |
| 7 | appeared suddenly |
| 8 | successful and profitable |
| | |

- 2.3 Answer these questions which include phrases from the text. Use a dictionary to help you.
- 1 Why are immigrants sometimes needed to fill gaps in the labour market?
- 2 What kind of people want to climb the corporate ladder?

Reading and Use of English Part 3

For questions 1 – 8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Mr. ideal work anvisanment



Exam tip

Read the whole text first for a general idea of the topic, then look at the gaps and try to work out what type of word is missing, for example, a noun, adjective, etc. When deciding how to change the words given, think about whether the words need prefixes or suffixes.

| My ideal work envir | oninent | |
|-----------------------------------------------|-------------------------------|------------|
| I believe a work culture that matches emplo | oyees' (0) personalities | PERSON |
| is vital for workers' job (1) | as well as for a company's | SATISFY |
| business success. My ideal work environment | ent is creative, fun and | |
| relaxed. At work, I always feel (2) | and there is a | APPRECIATE |
| spirit of teamwork and positive energy. I res | spect my boss for his or her | |
| qualities of (3), integrity | and friendly positive nature. | LEADER |
| I know I can make a real (4) | by using my unique talents | CONTRIBUTE |
| and skills in order to make a difference in a | company which is focused | |
| on achieving clearly defined (5) | . My team and the | OBJECT |
| company work together to introduce (6) | innovations. | TECHNOLOGY |
| Within the company, each member of the (7 | 7) is given | WORK |
| the chance to learn and develop new skills | to help the company achieve | |
| its goals. I look forward to coming to work | every day because I am an | |
| (8) part of an organisation | n whose work I believe in. | ESSENCE |
| I face new opportunities and challenges even | ery day. | |

Speaker 1

1 the whole economy's in a _____

2 _____ their mortgage repayments

4 keep a _____ on our spending

3 What's _____ my family the hardest

Economics and business

Economic problems, business tips

Economic problems

[11] Find expressions in the newspaper headlines which match the definitions. The first letters are provided. PENSION FUND CRISIS **ECONOMIC DOWNTURN** WORLDWIDE RECESSION 500 firms could go bust CRASH ON WALL STREET! Inflation soars Profits fall Pound weakens against dollar INTEREST RATES CLIMB Stocks tumble Slump worsens Credit crunch hits home 1 money set aside to provide income for people 5 a situation where the value of something suddenly when they are retired decreases pension fund 2 become bankrupt 6 increase in prices leading to an increase in the cost g_____b__ 3 period of economic decline (3 different words) r_____; s_____; d_____ 7 the charge, in percent, for borrowing money i_____r_ 4 economic situation where banks stop lending c____c__ 8 go down in value (3 different words) t_____; w____; f_____ 1.2 53 Listen to two Americans talking about their family's financial situation. What rising costs concern each speaker? Speaker 1 _____ Speaker 2 ____ 1.3 \[Distangle 53 \] Listen again and complete the phrases in italics with words used by the speakers.

Speaker 2

5 people finance their college fees through ____

6 college fees are going up at an _____ rate.

8 with the economy in _____ anything could happen

7 Some of our friends are already getting _

| 1.4 Match the definitions (a-h) with the ph | rases in ita | lics from 1.3. |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| a become nervous | е | increase at a worrying speed |
| b continue paying off a loan | f | control something tightly |
| c worsening uncontrollably | g | pay for something by borrowing money |
| d in a depressed state | h | most seriously affected |
| 1.5 Complete the news article with words from finances income market non-essentials | | |
| Low holiday sper | nding due | to economic worries |
| believed the situation was getting worse. This is bad news for (2) tryin since the survey showed that roughly 63% of re | ng to eke ou spondents setailers had | at their earnings this holiday season, especially said they planned to spend less this holiday season. one of the worst showings ever and had to slash |
| Even the news that household (4) | inche gas and gr | d up is a double-edged sword. People surveyed roceries, but they're making up for this increase by |
| money left over after paying their bills, but expectoming months. Most people have already cut to for average Americans trying to make ends mee big companies may be reporting (8) certainly not out of the woods yet. 1.6 Find phrases in italics which match thes | heir spendi t. The stock | ing to the bone, so it's not clear what lies ahead (x (7) may be rising and some ut make no mistake: this data shows that we're |
| the article. | | Notice these verbs used when reporting |
| 1 increase slowlyinch_up | | the findings of research: |
| 2 survive financially 3 still in danger | | New research found that 56% of Americans rated the economy as poor |
| 4 reduce expenditure to a minimum | | the survey showed that roughly 63% of |
| 5 make something last longer | | respondents said they planned to spend less :: People surveyed indicated they'd be spending |
| 6 both an advantage and a disadvantage | _ | more on items like gas |
| o both an advantage and a disadvantage | | |
| 1.7 Add words and phrases with similar me | | |
| cut disconcerting disturbing lower redu | ıce rise d | ramatically rocket soar worrying |
| | ıce rise d | ramatically rocket soar worrying |

Business tips

2.1 Read the article and write these headings above the appropriate paragraphs.

Focus on the essentials Play to your strengths Get the finance you need Take advice

| Top tips for starting your own business | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| A | |
| When seeking investment, make sure you put the time and effort into developing a solid business placan present to potential investors. The personal touch is also important, so try to build a good working relationship with your bank manager – it makes a big difference. | • |
| B | |
| When setting up a business, there's often no need to spend large sums on offices, fancy logos and de furniture. It is far more important to keep a low cost base at the start, and keep costs as variable as you have sure you are not locked into long contracts, for example. | |
| | |
| Small businesses often have advantages over their larger competitors. If you can respond quickly to and feedback and always maintain the personal touch, your business may <i>thrive</i> where larger compenave to struggle to react in such a dynamic way. | |
|) | |
| Be a sponge, learn from others' mistakes, as well as your own, and proactively <i>seek out</i> mentors. The and especially social networking make it easy to connect with other small business owners. It's impose part of a buzzing business community. | |

2.2 Which words are possible replacements for the words in italics in the text?

| Wo | ord in 2.1 | Possible repla | cements | | |
|----|------------|----------------|-----------|------------|-------------|
| 1 | build | develop | establish | produce | maintain |
| 2 | set up | bring on | establish | launch | start |
| 3 | thrive | accomplish | flourish | prosper | succeed |
| 4 | seek out | meet up | look for | search for | try to find |

2.3 Choose the correct prepositions to complete the sentences. There are similar sentences in 2.1.

- 1 We are putting extra resources into / for training our customer service team.
- 2 I will be presenting this quarter's figures to / at the board at this afternoon's meeting.
- 3 It is vital that we get every member of staff to focus about / on what we want to achieve as an organisation.
- 4 As the first to enter the marketplace we will have enormous advantages of / over rival firms.

| 2.4 | WORD TRANSFORMATION | Complete these sentences with the correct forms of the words in capitals |
|-----|---------------------|--------------------------------------------------------------------------|
|-----|---------------------|--------------------------------------------------------------------------|

| 1 | Many of the in | the company were putting in their own money. | INVEST |
|---|----------------------------------|----------------------------------------------|---------|
| 2 | My brother and I formed a busine | ss twenty years ago. | PARTNER |
| 3 | Your business will be more | if you can reduce your overheads. | PRODUCE |
| 4 | The company is trying to reduce | on transport. | EXPEND |

Writing Part 1 An essay

You must answer this question. Write your answer in 220 - 260 words in an appropriate style.

You have listened to a radio discussion programme about the problem of young people not being prepared for employment. You have made the notes below.

Solutions to the problem of young people not being prepared for employment:

- school training programmes
- employers' programmes
- work experience

Some opinions expressed in the discussion:

"Employers should not be expected to train future employees in basic skills."

"It is the responsibility of schools to prepare students for the world of work."

"Young people should realise that starting work requires commitment and a readiness to learn new skills."

Write an essay discussing two of the solutions in your notes. You should explain which solution you think is more likely to be successful, giving reasons to support your opinion.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.



Exam tip

It is important that you make sure that what you write will make sense to the reader. This means presenting clear arguments in which the sentences and paragraphs are linked in a logical way. Remember to give reasons to support your ideas.

Animal life, trees and plants

| Δ | mi | m | 21 | li | tο |
|-----|----|---|-------|----|----|
| 7 9 | | | 4 - 7 | | |

| 1.1 | Answer | these | questions |
|-----|---------|--------|-----------|
| | MIISWEI | riiese | questions |

- 1 Which animals are commonly found in your country? 3 Should we be worried about animal extinction?
- Which animals are commonly eaten in your country? 4 How important are animal rights in your country?

1.2 Complete these sentences with the animal groups from the table below.

- use gills to breathe and can only live in water.
- are the most intelligent creatures and drink their mother's milk.
- _____ are vertebrates and live partly on land and partly underwater.
- have dry, scaly skin and are cold-blooded.
- have six legs and their skeleton on the outside.
- have feathers, lay eggs and most are capable of flying.

| Amphibians | Birds | Fish | Insects | Mammals | Reptiles |
|------------|-------|-------|---------|---------|----------|
| frog | owl | shark | bee | horse | snake |
| 19.0 | | _ | _ | _ | |
| | | | | | |

1.3 Complete the table with the words in the box.

cricket crocodile lizard mackerel newt salmon swallow toad vulture whale wolf

1.4 Which animal from 1.2 and 1.3 ...

- 1 ... is nocturnal; preys on small animals; hoots; has a sharp beak; hatches fluffy chicks?
- 2 ... sometimes moves in swarms; buzzes; has a sting; lives in a hive; is a source of honey? ____
- ... lives in a pack; growls, snarls and howls; has four paws; has young called cubs or pups?
- ... has a forked tongue; is often venomous; may hiss or rattle to warn of attack; sheds its skin?
- ... has scales and gills; migrates to breed; is often poached in protected waters?

1.5 What do the words in each list have in common?

- 1 calf; foal; grub; kitten _____
- clone; rear; slaughter; vaccinate
- burrow; den; enclosure; kennel
- groom; hibernate; mate; nest ___
- 3 colony; herd; pod; shoal _____ 6 antennae; claw; fang; trunk_

1.6 Complete these sentences with your own ideas. Read the article in 1.7 to check.

- 1 Scientists are trying to protect bees from ______
- 2 The proportion of human food production which relies on bees is ______

1.7 Complete the article with words from the box.

declining disappear economic existence grains humans pesticides pollinate population vital

population The bee (1) in recent years. Bees has been (2) are (3) _ __ to humans and our (4) __ is linked very closely to theirs. We rely on bees to (5) _ the crops we harvest and for almost every plant on Earth. Crops such as cereals, (6) _ and pulses which are pollinated by bees, form a major part of global diets and approximately one quarter of all the food we eat is dependent on bees. If bees were to (7)entirely and become extinct, the social and (8) losses but also for many would be huge. The impact wouldn't only be disastrous for (9) other species that rely on bees. However, it's not all bad news. We can all do something to help maintain bee levels. We can make

However, it's not all bad news. We can all do something to help maintain bee levels. We can make our environment more bee-friendly by growing plants that attract bees and avoiding the use of (10) ______ in our gardens.



V

Vocabulary note

The word species has the same form in the singular and the plural:

The panda is an endangered species.

There are thousands of species of bees.

The word series is similar:

Have you seen the new wildlife series on TV?
There have been four series of these wildlife documentaries.

1.8 WORD BUILDING Complete the table with words which have related meanings.

| Noun | Verb | Adjective |
|-------------------------|-----------|------------|
| | | declining |
| | disappear | |
| existence | - | |
| | | (negative) |
| | x | extinct |
| (action) (substance) | pollinate | pollinated |
| (person)(concept) | theorise | |

Trees and plants

| 21 | Match the idioms | in italics in these | contances with t | hair definitions |
|-----|------------------|---------------------|------------------|-------------------|
| 4.1 | match the idioms | in italics in these | sentences with t | neir aetinitions. |

- 1 We didn't use to recycle things, but we've turned over a new leaf and we recycle everything now.
- 2 The government should stop beating about the bush and tell us the truth about climate change.
- b deal with a problem before it gets worse _____
- 3 People had started leaving rubbish in the park, so the council introduced fines to nip it in the bud.
- 4 He doesn't look after himself any more. He's really gone to seed recently.
- deteriorate in appearance or condition ____
- d start behaving in a better way __

2.2 >54 How do people use plants? Make a list. Listen and check your list against the uses mentioned by the speaker.

Error warning 🗿



Plants provide (us) with the air we breathe.

(not Plants provide us the air we breathe.)

2.3 \(\times 55\) Listen to part of the recording again. What do the following provide?

- 1 timber from trees
- 4 the bark of a yew tree

2 cotton plants

5 aloe and jojoba

3 willow trees

- 6 corn
- 2.4 Explain the difference in meaning between the words in each pair.
- 1 gardener / farmer
- 3 carnivorous / omnivorous
- 2 roots / branches
- shelter / habitat

2.5 WORD BUILDING Match the adjectives in the box with the nouns to make collocations. Some adjectives match with more than one noun.

aquatic arid clean cold domestic endangered exotic flowering fresh furry harsh humid marine medicinal mild temperate thin wild

- 1 medicinal, + PLANT + ANIMAL + AIR ____+ CLIMATE
- 2.6 Describe these using some of the adjectives from the box in 2.5.
- 1 the climate of your country
- 2 the air in your neighbourhood
- 3 your favourite animals and plants

Listening Part 4

You will hear five short extracts in which people talk about aspects of the natural world. While you listen you must complete both tasks.

TASK ONE

For questions 1 - 5, choose from the list (A - H) the person who is speaking.

- A a farmer Speaker 1
- B a vegetarian Speaker 2 2
- C a historian Speaker 3 3
- D an environmentalist Speaker 4 4
 E a vet Speaker 5 5
- F a zooworker
- G an electrician
- H an expert gardener

TASK TWO

For questions 6 - 10, choose from the list (A - H) the idea that each speaker is expressing.

- A to describe a typical day's routine Speaker 1 6
- B to describe the aims of a long-term project Speaker 2 7
- C to explain the origins of a public facility Speaker 3
- D to give advice to pet owners Speaker 4
- E to give useful advice to listeners Speaker 5 10
- F to describe a scheme which will save money
- G to recommend a place to visit
- H to suggest a money-saving device



Exam tip

Always listen carefully to everything the speakers say. Don't assume that one particular word or phrase which links a speaker with one of the options will provide the correct answer. Don't be misled by superficial or deliberately misleading links and clues.

Personal contact

Social networking, letter writing

Social networking

| 1 | | neth | nods of contacting friends do | you u | ise most often? P | ut a | (✔). |
|---|------------------------|-------|-------------------------------|--------|-------------------|-------|-------------------------|
| 1 | phone call | 3 | email | 5 | video call | 7 | postcard |
| 2 | text message | 4 | social networking site | 6 | letter | | |
| 1 | .2 Which of the co | mmı | unication methods in 1.1 wou | ıld yo | u use for these p | ırpo | ses? Write the numbers. |
| a | organising a social ev | /ent | | e | making people t | ake y | you seriously |
| Ъ | sending an informal | gree | ting | f | sending a messa | ge w | hen on the move |
| C | maintaining casual f | rienc | dships | g | sending someth | ing t | o multiple recipients |

1.3 Complete the article with words from the box.

d having a face-to-face conversation _

business forums location members networks profile reconnect relationships share touch

| | s, people can use (1) <u>networks</u> of online friends keep in (2) with current friends, |
|----------------------------------------------|-------------------------------------------------------------------------------------------|
| To 70 10 10 10 10 10 10 10 10 10 10 10 10 10 | |
| (3) with ol | d friends or make real-life friends through similar |
| interests or groups. Besides | s establishing important social (4), |
| members can (5) | their interests with like-minded members by |
| joining groups and (6) | . Some networking sites can also help |
| members find a job or estal | blish (7)contacts. |
| Most social networking site | es also offer additional features like links to blogs. |
| (8)can exp | press themselves by customising their |
| (9)page to | reflect their personality. These days, much social |
| networking is done on the | move by smartphone, so users can now share their |
| 0 | as well as their photos and personal thoughts. |



h expressing personal and private feelings

1.4 COLLOCATION Which word in each list does NOT form a collocation?

| 1 | BE IN TOUCH WITH | your emotions | your problems | your relatives | reality |
|---|------------------|------------------|----------------|----------------|------------------|
| 2 | SHARE | your thoughts | a passion | a question | your view |
| 3 | ESTABLISH | your credentials | a network | a reputation | an opinion |
| 4 | CREATE | a friend | a new identity | an illusion | an impression |
| 5 | MAKE | an arrangement | a connection | an impact | an understanding |

| E | .5 Complete each question with a suitable word from 1.4 and then ar | swer them with your own ideas. |
|--------|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| 1 | How can you establish youronline? | |
| 2 | Have you met anyone that you share a with online? | |
| 3 | What problems have arisen from people creating new | for themselves online? |
| 4 | Is it possible to lose touch with when you use social no | etworking sites? |
| E | 1.6 Match the phrases in italics to their definitions. | |
| 1 | A former friend of the actor has revealed details of the star's personal life | to the tabloid press. |
| 2 | Loads of childhood friends that I haven't seen for years have added me to | their list of contacts. |
| 3 | The director is a personal friend of mine. If I recommend you, he's bound | to help you out. |
| 4 | A true friend would have trusted me with the money without asking wha | t it was for! |
| 5 | He hasn't called since I had the accident. He turned out to be a bit of a fa- | ir-weather friend really. |
| 6 | I got chatting to a woman on the train and we realised we had several mu | itual friends in the area. |
| a b | A friend you knew in your schooldays. Someone two people both have friendships with. | Vocabulary note |
| c | A friend who disappears when you have problems. | Some informal synonyms for |
| d | A friend you socialise with outside work. | friend are mate, buddy and pal. befriend = deliberately make |
| e | Someone you have ended a friendship with. | friends with someone: |
| f | A friend who is loyal, supportive and dependable. | He befriended me on my first day at school. |
| | Letter writing 2.1 Answer these questions about writing letters. | V Vocabulary note |
| 1 | When was the last time you wrote a letter? What kind of letter was it? | pick up the phone = answer: The phone rang, but when I picked it up |
| 2 | Have you ever sent or received these types of letter? Put a (✓). | there was no one there. |
| | a thank-you letter a letter of condolence | pick up a disease = catch: I picked up a stomach bug on holiday. |
| | a letter of resignation a handwritten letter | pick up a language = learn: I picked up quite a few words of Italian when |
| | an apology a love letter | I was on holiday in Rome. |
| 0 | a complaint a poison-pen letter | pick someone up = collect |
| | What is the difference between these types of written document? etter memo note card petition invoice diary | somebody in a motor vehicle: Would you like me to pick you up from the airport? |
| 1 | Listen to someone talking about letter writing and answer to What does the speaker believe were some of the positive aspects of letter | |
| 2 | What other methods of communication does he mention? | |

| 22 | 57 | Listen again and complete these sentences with words used by the speaker. |
|------|----|---------------------------------------------------------------------------|
| 4440 | | |

| Letters were once our only m | of c | |
|---------------------------------------|------|--|
| · · · · · · · · · · · · · · · · · · · | | |

- 2 Letter writing took t and c
- You would have to r if you made a mistake in a letter.
- The telephone was much more i than writing a letter.
- 5 Phone calls are becoming increasingly o_____
- In our age of i communication, the opportunities to contact people are e_____

Match the words in italics with their definitions. Use a dictionary to help you.

- The proliferation of ways to communicate _
- 2 Letter-writing took time and concentration
- 3 The telephone usurped letter writing
- If you had a heartrending message ...
- A soppy letter
- 6 For many it was a tedious process
- You could make your letter as heartfelt as you wanted

- giving attention to one thing only
- boring
- c causing great sadness or sympathy
 - great or sudden increase
- e replace or take over from
- sincere
- g very emotional or sentimental

2.5 Answer these questions with your own ideas.

- What situations require your concentration?
- 2 What housework do you find tedious?
- 3 Do you enjoy reading soppy books or watching soppy films?
- What heartrending news stories have you heard about recently?

2.6 Which words are possible replacements for the words in italics in the extracts?

| Extracts | Possible | replacements | |
|-------------------------------------|----------|--------------|---------|
| 1 means of communicating | choice | method | way |
| 2 component of communication | aspect | feature | piece |
| 3 what the card is trying to convey | advise | communicate | express |

2.7 Decide whether the underlined words and phrases in these sentences show positive or negative feelings.

- She couldn't be bothered to speak to me in person. She just left a badly written note on my desk.
- 2 It was very thoughtful of you to send me a card when I was ill. It really brightened up my day.
- Sending him these soppy messages all the time just makes her sound desperate.
- 4 Her response to our ideas was scathing, which I find very frustrating after all our hard work.
- He rambled on for hours about his life, and never once asked me how I was doing.
- 6 He's so articulate that, even when he dominates the conversation, he's a pleasure to have around.

Exam practice

Reading and Use of English Part 2

For questions 1 – 8, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

| Bathwick Histor | rical Centre | |
|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ever lived or w | vorked in Bathwick or in any of the so | urrounding |
| 1) find | ing out more about your family's pas | t? Are you |
| ou might want to know n | nore about your roots, but (2) | not |
| ely, you might want to pi | iece together the story of a branch of | f your family |
| relative. If so, we can he | elp. | |
| nave built (4) on about local families, t an also access data (6) _ | an extensive database, which their genealogy, where they lived and numerous other so | n goes back to I what they did ources such as |
| 1 | ever lived or v find but might want to know n ely, you might want to p relative. If so, we can he n on our team who can a nave built (4) on about local families, th an also access data (6) | Bathwick Historical Centre ever lived or worked in Bathwick or in any of the sign of the |

Issues, protection

| 155465 | | |
|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1 Which of these | issues have a negative effect o | on the environment where you live? Put a (🗸). |
| coastal erosion | urban development | intensive agriculture oil spills |
| overfishing | nuclear accidents | waste treatment |
| nvasive species | deforestation | overgrazing |
| 1.2 Read the article rom the expressions in | | ms in Australia. Choose headings for paragraphs (1–6) |
| | of trees are cut down, the sairceas can affect downstream w | linity of the soil can greatly increase. Salt water vater quality. |
| pasture without givin | | res on <i>biodiversity</i> . The unsustainable use of grazed modified vast areas of grasslands. This kind of d <i>erosion</i> . |
| worse. There are two | | because of this activity, and the problem is getting for the problem: slow regeneration of marine ercial over-exploitation. |
| and, more recently, re and reductions in ran Weeds are an equally | ed fire ants. Historically, fera ge for native species through significant pressure on ecosy | pests each year. Examples include cane toads, willows I cats and foxes have been a cause of local <i>extinctions</i> a combination of habitat modification and predation. ystems, with more than 2,500 species of introduced have invaded every part of the landscape. |
| near the shore. Estim | | ats and oceans, particularly <i>estuaries</i> and environments t 19,000 tonnes of phosphorus and 141,000 tonnes of coast. |
| of massive metropoli | | growth along the country's coastline. The formation pulation density on Australia's coasts could displace ultural land. |
| | | |

| 1.3 | Are these statements true (T) or false (F) according to the text? Explain your answers using the |
|----------|--------------------------------------------------------------------------------------------------|
| words in | n italics in the text in 1.2. Use a dictionary to help you. |

| 1 | Deforestation leads to an increase in the level of salt in the soil. T - salinity of the soil can increase |
|---|------------------------------------------------------------------------------------------------------------|
| 2 | The range of organisms in the environment has not been affected by overgrazing. |
| 3 | Overgrazing has gradually worn away fertile soil. |
| 4 | Fish stocks have been able to renew themselves quickly. |
| 5 | In the past, new species of animals and plants wiped out some native Australian species. |

- 6 Unwanted wild plants have had no effect on the environment.
- 7 Parts of rivers near to the mouth have not been affected by intensive agriculture.
- 8 Population growth is particularly worrying in inland areas of Australia.

Vocabulary note

The verb suffix -ify adds the meaning 'make' or 'become' to some adjectives:

purify (= make pure), simplify (= make simple), solidify (= become solid)

These verbs can be converted into action nouns: purification, simplification, solidification

Some verbs and action nouns which follow a similar pattern are: identify/identification, modify/
modification, verify/verification

1.4 WORD BUILDING Complete the table with words which have related meanings.

| Verb | Adjective |
|------------|----------------|
| X | agricultural |
| x | |
| | |
| | intensive |
| | |
| (too much) | (too much) |
| regenerate | |
| | x x (too much) |

1.5 Complete these sentences with words from the table in 1.4.

| 1 | The stronger the wind and the heavier the rain, the more soil they canerode |
|---|-------------------------------------------------------------------------------------------|
| 2 | Humans have always their environment in order to survive and protect themselves. |
| 3 | Commercial is responsible for a significant proportion of damage to the environment. |
| 4 | Scientists believe that we should our efforts to slow the rate of climate change. |
| 5 | Some of the country's old industrial cities are undergoing a massive programme of |
| | The day will come when food supplies will be insufficient to meet the needs of ourplanet. |

Protection

renewable

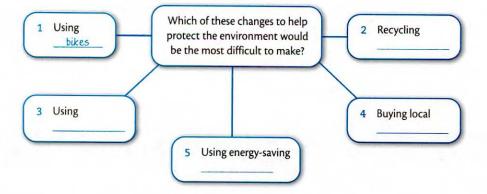
2.1 Match these words with their definitions.

- 1 reforestation
 2 biodegradable
 3 conservation
 4 recyclable
- a can be broken down by bacteria into safe substances
- describes materials that can be processed and used again, such as glass
- c can be replaced, refreshed or restored
- d planting trees where they have been cut down
- e long-term protection and sustainable management of natural resources

2.2 Complete these sentences with words from 2.1.

- 1 Ideally, waste that is put in landfill sites should be ______.
- 2 Wildlife ______ is becoming increasingly important as more species are threatened with extinction.
- 3 Many products, including packaging, have a symbol which tells consumers that they are _____
- 4 Solar power and wind power are ______ energy sources.
- 5 A programme of ______ in India is aimed at preventing soil erosion to reduce the risk of flooding.

2.3 Listen to two Cambridge English: Advanced exam students discussing ways to protect the environment and complete the mindmap.



2.4 \(\bigsize{2.58}\) Listen again and complete these sentences with words used by the speakers.

- 1 There are quite a lot of cycling accidents in London because there aren't ______.
- 2 People accepted the idea of ______ very quickly.
- 3 The problem with solar panels is that they're ______.
- 4 Power from the sun costs nothing and doesn't ______.
- 5 Some fruit and vegetables are expensive because they've been transported ______.
 6 Buying fruit and vegetables grown in your area is a good way of supporting ______.
- 7 Traditional light bulbs are very _____ compared with the new type of bulbs.

Exam practice

Reading and Use of English Part 3

For questions 1 – 8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

| Brazil's habitats under threat | |
|------------------------------------------------------------------------|-----------|
| The ongoing (0) <u>expansion</u> of agriculture in Brazil is seriously | EXPAND |
| threatening rare and vulnerable habitats such as the Amazon. The major | |
| threat to some of these vast natural areas is the destructive power of | |
| the soya bean. Soya beans are one of Brazil's main crops, with more | |
| than 21 million hectares under (1) Another crop | CULTIVATE |
| which is causing concern is cocoa, which has been blamed for the | |
| widespread (2) of Brazilian forests. During the | DESTROY |
| (3) boom of the 1970s, the growth in importance | ECONOMY |
| of this crop was a leading cause of the decline of Brazil's | |
| (4) Atlantic forest ecosystem, of which only | DANGER |
| about 10% remains. The Cerrado, an (5) woodland | EXTEND |
| savanna ecosystem in Brazil, is threatened by cattle farming. The | |
| (6) of this business is closely linked to the increase in | GROW |
| soya production, which poses serious concerns about the impact of this | |
| industry on (7) ecosystems. In the forests of Brazil, | SENSE |
| some of the world's most diverse ecosystems have been converted to | |
| fast-growing (8) , mainly of eucalyptus, a non-native | PLANT |
| species. | |



Exam tip

For Reading and Use of English Part 3 tasks, read the whole text quickly first, thinking about what type of words are missing (for example, a noun or adjective). Then think about the exact form of each missing word. For example, if the word is a noun, should it be singular or plural? Think about whether the meaning of the word will add to the sentence as a whole. Does the word need a prefix, a suffix or both to make sense?



Discovery, solutions

Discovery

| 1.1 Which th | ree of these inventions o | r discove | ries o | do you think are the most | important? Put a (✔). |
|------------------|----------------------------|-------------------------------------|---------|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| radio | te | elevision | | electricity | the telephone |
| the personal com | puter ti | he Intern | et | nuclear energy | the microchip |
| the aeroplane | _ p | enicillin | _ | birth control | sanitation |
| the internal com | oustion engine | | | | |
| 12 59 1 | sten to three neonle talk | ing abou | t tha | most important discover | les and inventions |
| Answer these qu | estions for each speaker. | ing abou | Luie | most important discover | les and inventions. |
| 1 What does ea | ch speaker choose? | | 2 | What are the reasons for | these choices? |
| Speaker 1 | Speaker 1 | | | Speaker 1 | |
| Speaker 2 | | | | Speaker 2 | |
| Speaker 3 | | | | Speaker 3 | |
| 12 50 1 | | | | | |
| | | | | s with words used by the s | |
| | | | | uld have been more difficu | lt. |
| 2 Many parts of | depen | nd on ele | ctricit | ty. | |
| 3 The discovery | of penicillin saved | | | | |
| 4 Antibiotics ha | ve increased the average _ | | | in the developed world | d. |
| Microchips are | e the brain, heart and | and of digital devices. | | | |
| Since the early | 1970s there have been m | been more than in any other period. | | | |
| 1.4 Match the | branch of science (1-10 |) with th | e wo | rds lists (a-j). | |
| anatomy — | | a | carn | ivore; invertebrate; mamma | al; prey; venom |
| anthropology | | b | biod | iversity; extinction; habitat | ; pollution; species |
| archaeology | | C | aster | oid; comet; galaxy; nebula; | orbit |
| astronomy | | d | after | shock; earthquake; magma | ; tremor; volcano |
| ecology | | e | culti | ıre; custom; taboo; tribe; w | arfare |
| genetics | | — f | | ; muscle; organ; spine; vein | |
| meteorology | | g | ă . | osphere; humidity; hurrican | ie; pressure; temperatui |
| 3 psychology | | h | | mosome; heredity; mutatio | Value of the state |
| seismology | | i | | stor; bone; dig; remains; set | - No W. B. Ober College Strate Selection of Selection |
| 0 zoology | | i | | viour: instinct: intelligence | |

1.5 Complete each sentence with words from two of the lists in 1.4.

ANATOMY & ZOOLOGY

| 1 | The common characteris | tic of <u>invertebrates</u> | like insects is that they do not have a |
|----|------------------------|-----------------------------|-----------------------------------------|
| Al | NTHROPOLOGY & SEISM | OLOGY | |
| 2 | Local | hold the belief that the | is a god which erupts when it is angry. |

ECOLOGY & GENETICS

3 Lack of genetic in the population makes a vulnerable to disease.

ASTRONOMY & METEOROLOGY

4 If a ______ were to enter the earth's ______, the results would be catastrophic.

1.6 Which of the words in each box cannot replace the word in italics in the sentence below it? Why?

- hypothesised proved speculated suggested
 Researchers have *predicted* that there is a possible relationship between the two phenomena.
- 2 ascertain contradict demonstrate determine
 Only clinical trials can *show* whether or not the drug is truly effective.
- advance breakthrough development drawback
 This significant discovery contributes more to our knowledge than any past study.
- 4 carry out conduct experiment undertake

 Only when we get the funding to do the research, can we begin to recruit our team.
- 5 caused affected set off triggered

 It was observed that the introduction of the compound started an explosive chemical reaction.
- 6 conclusion finding outcome prediction

 The unexpected *result* of the experiment may disprove earlier theories.

Solutions

2.1 How will science and technology be used to solve the world's problems? Make a prediction about each of the problems in the box.

climate change disappearance of fossil fuels food shortages disease water shortages

2.2 Read the first paragraph of an article about electric cars. According to the writer, what is the main problem associated with these cars?

I would love electric cars to work, but they have their problems and the biggest of these is battery technology. Portable electronic gadgets like laptops, mobiles and cameras have long suffered from the limitations of the humble battery. In fact, while the performance of electronics has increased by 10,000% in the past 35 years, battery technology has lagged behind with only a sixfold increase in a century. This imbalance has important implications for the electric car. Many drivers won't consider replacing their conventional petrol-powered car with an electric model until the differences in price and performance narrow dramatically.



2.3 Choose the correct words to complete the rest of the article from 2.2.

Batteries have to go a lot further before they can catch up with the combustion (1) engine / machine and their limitations are forcing car (2) creators / manufacturers into designing and making electric cars with the same (3) distance / range as vehicles made in 1910. As an example, a typical small family car can travel over 370 miles in mixed driving (4) conditions / circumstances and can easily (5) maintain / retain a speed of 70mph. For an electric car to manage that, its batteries would weigh over 1.5 tonnes and would be similar in size to the car itself. And unlike a (6) container / tank of petrol, a massive battery doesn't get any lighter with each mile covered.

There are three key problems that will be difficult for manufacturers to (7) overcome / overtake: firstly, their range calculations may be too optimistic: to get a reasonable (8) life / living from batteries they should not be run from full to empty and should be kept at 20-80% of their charge.

Secondly, charging time remains a major (9) obstacle / obstruction. Recharging an electric vehicle battery on a domestic power supply is likely to take around 13 hours.

Finally, with the majority of our electricity likely to come from non-renewable (10) resources / funds in the near future. electric vehicles could actually contribute more CO2 to the environment than one of today's high-efficiency diesel (11) models / styles.

I'd like to see electric cars take off but we can't assume they will. Neither can we assume they will have any impact on carbon (12) discharges / emissions for quite some time.

Error warning 🧿



At last and finally are both used with the same meaning when something happens after a long period of waiting or effort. At last I'm old enough to drive.

I've finally finished my essay.

We can use finally to introduce the last point in a piece of writing or a speech but we cannot use at last:

Finally, there can be no change without governmental support ... (not At last, there can be ...)

Finally, I'd like to thank you all for coming this evening ... (not At last, I'd like to thank ...)

(See also Unit 17, 2.4 for more on the use of at last and finally.)

| 2.4 Compound nouns can often be used to replace a longer phrase, which may include a preposition |
|--------------------------------------------------------------------------------------------------|
| For example, power supply is used instead of supply of power. Make two-word compound nouns from |
| these phrases. |

| 1 | emissions of gas | 4 manufacturers of motors |
|---|-----------------------------|---------------------------|
| 2 | a tank for petrol | 5 resources of oil |
| 3 | a car suitable for a family | 6 engines using diesel |

2.5 Choose the correct phrasal verb with take in these sentences.

- 1 The mini-disk was a wonderful invention but it never really took off / took up commercially.
- I hear they're taking up / taking on a hundred new employees at the aircraft factory.
- A small IT firm in our town has been taken out / taken over by a large multinational corporation.
- When I started work in the laboratory, they took me round / took me through all the safety procedures.
- My brother has decided to take up / take to medicine as a career.
- The doctor has said I'm okay now, so he's taken me away / taken me off the tablets.
- I find it difficult to take up / take in what people are saying when I'm tired.

2.6 Write sentences using each of the take verbs you did not use in 2.5.

1 I'd like to take you up on your offer of help.

Exam practice

Writing Part 2 A letter

Your local council is considering banning all private vehicles from the town centre between the hours of 8.00 am and 6.00 pm on working days. Outside these times and at weekends there will be no restrictions. Write a letter to the editor of your local newspaper expressing an opinion on this issue.

You may support or reject the idea. Give reasons for your position and state how this ban might affect you, the local economy and the environment.

Write your letter in 220 - 260 words in an appropriate style. You do not need to include postal addresses.



Exam tip

Before starting to write, think carefully about the purpose of the letter, who the reader will be and what this person will expect to read. Then, with this information in mind, decide how formal the language of your letter needs to be.

Answer key

1 Tenses

- 1.2 2 Liam 3 Karen 4 Liam 5 Luka 6 Karen 7 Sahar 8 Luka
- 1.3 2 'd (had) been waiting 3 'm (am) now thinking 4 'm (am) working 5 'd (had) spoken 6 've (have) enjoyed 7 've (have) been trying 8 'd (had) finished
- 1.4 2 past perfect continuous 3 & 4 present continuous 5 & 8 past perfect 6 present perfect 7 present perfect continuous
- 3.1 2 was driving 3 'm usually coming 4 was going 5 saw 6 stopped 7 was watching 8 was travelling 9 suddenly disappeared 10 didn't believe 11 is forever trying 12 exist 13 'm thinking 14 was 15 offers 16 were coming 17 suggest 18 was 19 is 20 seems 21 are getting 22 is currently researching 23 believe 24 were observing
- 3.2 2a expect b are ... expecting 3a was measuring b measures 4a is attracting b attracts 5a Do ... see b was seeing 6a imagine b is imagining
- 3.3 1b had played (played also possible) c Did ... play d had been playing (had played also possible) 2a made b had been making c had made (made also possible) d have made 3a have run b had been running c had run (ran also possible) d ran
- 3.4 2 has been dropping (this is more likely as a situation is being talked about which has changed over a period of time up to now and may well continue to change.) 3 has belonged 4 has been serving (this is more likely because we are told how long it has continued.) 5 Have you considered 6 Have you been swimming 7 've (have) tried
- 3.5 2 started 3 remember 4 had been working 5 was doing 6 I've been working 7 had just finished 8 was feeling 9 have you been sleeping 10 hits 11 I've been having 12 I notice 13 Have you had 14 haven't had 15 I suggest 16 are working 17 doesn't solve

Exam practice: Reading and Use of English Part 2 1 have 2 that 3 far 4 some 5 is 6 lf 7 neither 8 such

2 The future

- 1.2 The following activities are mentioned: 1 visiting the Golden Gate Bridge in San Francisco 2 camping on a beach
 3 sightseeing in New York 6 visiting the Grand Canyon.
- 1.3 2 arrive 3 'll (will) be looking 4's (is) going to take 5 'm (am) going to fly 6 Will 7 'll (will) have been living 8 'll (will) be staying
- 1.4 There are 6 different ways of referring to the future: present continuous (1), present simple (2), future continuous (3 & 8), be going to + infinitive (4 & 5), will (6), future perfect continuous (7)
- 3.1 2 'm (am) having 3 is going to melt 4 will persuade 5 will rise 6 see 7 miss 8 will be enjoying

- 3.2 2 'm going to do 3 's going to cause 4 'll take 5 are you doing; 'll Skype 6 will commence 7 is doing; Shall 8 is; will be
- 3.3 2a 'm (am) going to buy b 's (is) going to have c 're (are) going to need 3a will have been working b will have been watching c will have been negotiating 4a won't be coming b will you be supporting c will be doing 5a is to create b are to be left c is / are to launch 6a will have moved b will have had c will have been analysed 7a 's (is) making b 'm (am) not going c 're (are) having

Exam practice: Reading and Use of English Part 8 1D 2B 3A 4C 5B 6E 7C 8D 9E 10A

3 Modals (1)

- 1.3 2 must accept 3 had to be 4 were able to bring 5 will be 6 ought to be 7 should give 8 will be
- 1.4 2 necessity: 2 & 3 3 obligation: 6 & 7 4 possibility: 1 5 prediction: 5 & 8
- 3.1 2'll be able to 3 wasn't able to 4 Could 5 could 6 might 7 could 8 mightn't
- 3.2 2 must 3 can't 4 mightn't 5 did you have to 6 had to 7 have to 8 shouldn't 9 have to
- 3.3 2b 3a&b 4b 5b 6a 7a&b 8b
- 3.4 2g 3e 4a 5i 6h 7b

Exam practice: Listening Part 1 1B 2C 3B 4C 5A 6B

4 Modals (2)

- 1.1 The police officers discuss pictures a, b, d, & f
- 1.2 2f 3a 4e 5h 6b 7g 8d
- 1.3 1 2 f (might have been lowered) 2 3 a (must have opened); 8 d (should have finished) 3 4 e (might have been expecting); 7 g (must have been waiting) 4 5 h (might be lying); 6 b (could be hiding)
- 3.1 1 (must); might 2 didn't dare to admit; would have been 3 might be raining; we'd better 4 is supposed to start; couldn't 5 must have known; should have warned 6 were supposed to; might
- 3.2 2 have been caused 3 have changed 4 have been working 5 have found 6 be waiting 7 have been tempted 8 have been talking
- 3.3 2 we've (have) managed 3 there is a possibility of seeing 41 recommend you (to) / 1 recommend that you (should) 5 succeeded in taking 6 are to be taken 7 you are allowed to / we will allow you to 8 it is compulsory for everyone to
- 3.4 2 might have been working 3 must be getting easier 4 could be facing 5 ought to have given 6 would not have been able to grow

Exam practice: Reading and Use of English Part 4 1 would ('d) sooner watch football than play 2 must have made 3 are required to fill 4 have thought about 5 has succeeded in cutting 6 you'd (= had) better not miss

5 Nouns, agreement and articles

- 1.3 2 decision-making 3 rainforest 4 river levels 5 energysaving 6 lighting energy 7 recycling scheme 8 the arms trade 9 mountain environments
- 1.4 noun + noun: 3, 4, 8, 9 -ing form + noun: 6, 7 noun + -ing form: 2, 5
- 1.5 1a a b the 2a the ba 3a b the

 For more details and examples see Unit 5 Grammar: 2.4

 Articles
- 1.6 1a the first time drought is mentioned b it seems that drought has been mentioned before so the listener would know what drought is being talked about
 2a talking generally about something that is unique there is only one future b a particular kind of future which is then specified
 3a talking about college (the institution) in general b talking about the particular college that Nazim hopes to study in
- 3.1 2 Adam's decision 3 an action film; a documentary about young entrepreneurs 4 the brother of someone I worked with in Malaysia 5 a moment's hesitation (we prefer noun + 's + noun to talk about time) 6 a children's playground 7 The construction of the new library 8 letter box; a congratulations card
- 3.2 2 is 3 is 4 live / lives 5 depend 6 has 7 is 8 has 9 has / have 10 is 11 is 12 are
- 3.3 2 fresh fruit / vegetables (both possible)
 3 advertisements 4 salt* 5 advice* 6 explosives / ammunition (both possible) 7 work* 8 rubbish*
 * The other word in each pair may be used in informal context only.
- 3.4 2a competition b a competition 3a paper b a paper 4a a shampoo b shampoo 5a iron b an iron 6a a time b time 7a an importance (no article + importance also possible) b importance 8a knowledge; b a knowledge
- 3.5 1 My brother wasn't very good at taking exams and he left school at 16. At first he went to work in (the) construction industry. But he didn't enjoy it so he took an evening course in accounting. Eventually he started a company offering financial advice. He's now the managing director and it seems that the company's doing really well. ('He's now managing director' is also possible.)

A: Do you remember the summer we went to Sweden? 1995 I think it was.

B: It was a wonderful holiday wasn't it? And so good to see Joakim again. I'll never forget the picnic we had with him.

There were a huge number of mosquitoes.

A: Yes I remember. And then when **the** sun was going down there was **an** amazing red sky.

B: And then his car broke down on the way home and we had to go back by bus.

A: No, we got a taxi didn't we?

B: Oh yes, that's right.

3 Fatimah has a busy life as a lawyer but in her free time she really enjoys hiking. Most weekends she drives out into the countryside and walks for a few hours. She says she likes to forget about work and she doesn't even take a mobile phone with her. In the summer she's going hiking in the Philippines. She's never been there before but the friend she's going with knows the country well.

Exam practice: Reading and Use of English Part 2

1 is 2 The 3 As/Along 4 the 5 which 6 most 7 the 8 is

6 Determiners and quantifiers

- 1.2 benefits: enjoyment, (personal) satisfaction, fitness (good for heart and lungs), sleep better, social contact / friendships
 - **problems:** time commitment, running injuries (aching muscles, back pain), running in bad weather is unpleasant
- 1.3 1b many 2a each b every 3a a few b the few 4a less b fewer
- 1.4 2a & 2b: we can say each / every day and every / each one of us.
- 3.1 1 is/are (both possible in this informal context; however is would be preferred in a formal context); have 2 is; has; has/have (both possible although have is more likely in this informal context.) 3 has; seem; likes
- 3.2 2 each 3 little 4 We were all 5 less 6 will all be 7 less 8 every 9 few 10 nearly every 11 the whole 12 fewer (fewer is grammatically correct although less might be used in an informal context)
- 3.3 2a a lot of (more natural than much in this informal context) b much (more natural than a lot of in this formal context) 3a many b a lot of (more natural than many in this informal context) 4a none of b not any of (none of would also be possible) 5a No b not any (probably written or said wasn't any; no would also be possible)
- 3.4 3 all (many would also possible be here) 4 few of5 None 6 Both of 7 much 8 many of 9 much of10 Both 11 None of 12 every 13 Many 14 All (of)15 little of 16 little 17 each of

Exam practice: Listening Part 2

1 commitments 2 impressed 3 patronising 4 irrigation 5 dependent 6 handouts 7 surplus 8 prospects

7 Adverbs and adjectives

- 1.1 Photo a: Sweden, Photo b: Scotland, Photo c: Norway
- 1.2 The author used to live in Sweden. He was born in Scotland and he lives there now. He recently visited Norway.
- 1.3 2 c 3 b (c every occasion possible also possible.) 4 b 5 a (although not an option in the task, Generally I'm up ... would also be possible) 6 a (although not an option, ... finding information from books as a rule would also be possible. I prefer as a rule finding ... would be possible but less likely.) 7 c 8 a (Although not an option, was rather a gentle woman would also be possible.) 9 a (Although not an option, I'm sketching out the plot still would also be possible but less likely.)
- 1.4 2 / 3 / 4 X 5 X 6 / 7 X 8 /
- 3.1 2 hardly ever visits 3 to shout angrily 41 absolutely agree / I agree absolutely (both possible) 5 left last week 6 We occasionally go / Occasionally we go (both possible) 7 seldom go out 8 started singing loudly
- 3.2 2a technical b somewhat technical 3a genuine b very genuine 4a original b highly original 5a thoroughly professional b professional 6a rather odd b odd 7a critical b severely critical 8a wild b pretty wild
- 3.3 2 to live 3 to fall 4 working 5 to leave 6 asking 7 to blame 8 leaving

Exam practice: Reading and Use of English Part 3

1 overweight 2 forgetfulness 3 harmful 4 alertness 5 scientific 6 dependent 7 requirement 8 childhood

8 Comparison

- 1.3 2 the best (beach) on 3 as little as 4 the most boring 5 more peaceful than 6 as much as
- 1.4 2 the best + noun 3 as + adjective + as 4 the most + adjective 5 more + adjective + than 6 as much as
- 3.1 1 most venomous 2 narrower / more narrow; deeper 3 more harmful; most alert 4 closest; most magnificent 5 poorer; unhealthier / more unhealthy 6 handsomest / most handsome; more concerned 7 more thrilled; most respected; more sad
- 3.2 2 few 3 little 4 as is 5 as much 6 serious a problem 7 normal a life 8 not such a 9 as 10 so / as (Both are possible in informal speech but as is more likely.)
- 3.3 2 tall 3 exhausted 4 bright 5 loud 6 small 7 awful 8 strong
- 3.4 3 too exhausted to go 6 small enough to fit 8 strong enough to shake

Exam practice: Reading and Use of English Part 3

1 successful 2 beneficial 3 fitness 4 overcome 5 heavily 6 harmful 7 separation 8 ensure

9 Verb patterns (1)

- 1.2 Correct order: 2 Early communication: parents and play 3 Listening and learning: the interrelationships 4 Patterns of communication: learned behaviour? 5 Language learning problems: what and why?
- 1.3 2 giving a toy to their mother 3 offering her some food 4 Mend this for me 5 Reading stories for young children 6 describing this process to you
- 1.4 a 1 & 3 b 4 & 5 c 2 & 6
- 1.5 2a giving their mother a toy b giving a toy for their mother c giving a toy to their mother (focuses attention on their mother) 3a offering her some food b offering some food for her c offering some food to her (focuses attention on her) 4a Mend me this b Mend this for me c Mend this to me 5a Reading young children stories b Reading stories for young children (focuses attention on young children and suggests that the children themselves aren't able to read) c Reading stories to young children (focuses attention on young children and highlights that something is being read out loud)
 - 6a describing you this process b describing this process for you c describing this process to you (describing ... for and describing ... to have a similar meaning here)
- 3.1 2 They agreed with each other. 3 They always compete with each other. 4 They respect each other. 5 They trust each other. 6 They miss each other. 7 They blamed each other. 8 They disagreed with each other.
- 3.2 2 myself some chocolate 3 those letters for you (them for you also possible) 4 some apples for me / me some apples; you for them 5 you a favour (a favour of you also possible); me how to print out a document 6 your car for you; you a lot 7 the mistake to the manager; me a £10 gift voucher / a £10 gift voucher to me 8 me your glass / your glass to me; some water for you / you some water
- 3.3 2 him guilty of the murder 3 (themselves) incapable of maintaining order 4 himself fit to play again 5 myself lucky to be alive 6 her responsible for its collapse 7 itself independent of the Soviet Union
- 3.4 2 himself on; (himself) to 3 herself (herself makes it clear that the chocolates were for Sarah); myself with 4 (myself) for; myself with 5 themselves; you 6 (himself); – (no reflexive or personal pronoun needed)

Exam practice: Reading and Use of English Part 4

1 her responsible for 2 have made up 3 sooner had I got home than 4 herself on her / an ability 5 clearly explained the procedure (to us) / explained the procedure clearly (to us) / explained the procedure (to us) clearly 6 with the exception of -ing form.

10 Verb patterns (2)

- 1.1 passport left at home; missed flight; seasickness; stung by jellyfish
- 1.2 2 made to wait 3 had encouraged me to go 4 hate swimming 5 felt it stinging 6 appreciated them looking after 7 stopped to admire 8 tried using
- 1.3 1 4 (When I was younger I used to hate to swim / swimming in the sea.), 7 (As we stopped to admire / admiring the amazing sunset it was almost possible to believe it.) & 8 (I tried to use / using the camera in my mobile phone but the quality was pretty poor.)
 2 4 has a similar meaning with either a to-infinitive or an
- 3.1 2 advised him to give up 3 showed him pointing 4 guarantee to reply 5 make it drink 6 appreciate you helping / appreciate your helping (your is more formal) 7 don't enjoy sitting 8 advertise for someone to share
- 3.2 A: 1 him being is also possible 2 him talking 3 him stealing 4 to have 5 to sack
 B: 1 to capture 2 for the bear/it to get 3 to eat/eating (both possible) 4 it/the bear escaping 5 to call/calling (both possible)
 C: 1 saying 2 having 3 to see 4 do 5 to collect 6 to get
- 3.3 2 to get more exercise 3 to have been killed in the earthquake 4 to be talking on my mobile 5 (to) argue with him 6 shouting/shout at anyone 7 to be a successful

Exam practice: Reading and Use of English Part 5 1D 2C 3A 4C 5A 6B

11 Relative clauses (1)

businesswoman 8 having her around

- 1.1 The commentary is about the early development of radio.
- **1.2** The photographs and models are mentioned in the following order: b, d, e, a, c
- 1.3 2 whose 3 when 4 of which 5 whereby 6 by which time
- 1.4 2 whose refers to Guglielmo Marconi. 3 when refers to 1901. 4 of which refers to wireless telegraphs. 5 whereby refers to a method. 6 by which time refers to 1952.
- 3.1 2 when + b 3 whose + a 4 why + d 5 which + c
- 3.2 2 B / C (committee is a collective noun referring to a group of people so we can use either which or who; that would also be possible) 3 A 4 A (formal) / B / D 5 A / C (more formal) 6 C 7 B / C / D (more formal) 8 A (formal) / D
- 3.3 2 in 3 from 4 of 5 for 6 from 7 of / about 8 by
- 3.4 2 b, h, r A diving board is a narrow piece of wood at the end of a swimming pool from which people can dive.
 3 d, j, m Capri pants are women's narrow trousers which end just below the knee. 4 f, g, o A shipper is a person or company whose job is to organise the sending of goods from one place to another. 5 a, l, q A hakim is a Muslim doctor who uses traditional methods to treat people.

 $\mathbf{6}$ e, i, n- The Stone Age is an early period in human history when people made tools and weapons only out of stone then

Exam practice: Reading and Use of English Part 1 1B 2D 3B 4A 5C 6C 7A 8D

12 Relative clauses (2)

- 1.2 The photographer uses: studio lights for lighting the shot; glycerine to keep the food looking shiny and moist; cotton wool balls soaked in water and heated in the microwave to create steam; a blowtorch to brown or melt the food.
- 1.3 2 who wanted wanting 3 who encouraged to encourage 4 who won to win 5 that is produced produced 6 that is not made not made 7 which contains containing 8 that have been soaked soaked
- 1.4 11,2&7 25,6&8 33&4
- 3.1 2a which/that has not been seen b not seen 3a who/ that were injured b injured 4a who was carrying b carrying 5a which/that belongs b belonging 6a who is playing b playing
- 3.2 1 holding information about the dog's owner 2 which sank off the south-west coast in 2014; (to be) published tomorrow / being published tomorrow 3 protesting; advised by police that security could not be guaranteed; who broke through police lines 4 which might prevent memory loss in older people; suffering from dementia; derived from a plant found only in New Zealand
- 3.3 2 to contact is the human resources manager 3 on the south side of the city 4 happy to help out 5 to take part / to have taken part in the London Marathon 6 very similar to Romanian 7 to announce large-scale redundancies 8 to ring / to have rung today about the car
- 3.4 1 which show the real-time cost of electricity (or showing the real-time cost of electricity) 2 which have cut power use by up to 6.5% in Canada (no reduced relative clause possible) 3 who want them (or wanting them) 4 which are left on unnecessarily (or left on unnecessarily) 5 which use microchip technology and a digital display (or using microchip technology and a digital display) 6 that is being used in a house at any given moment (or being used in a house at any given moment) 7 that are provided free of charge (or provided free of charge) 8 that would give customers access to free monitors (or to give customers access to free monitors) 9 that should be considered (or to be considered) 10 which communicate electricity consumption to both the customer and the energy supplier (no reduced relative clause possible) 11 that are only able to do half the job (or only able to do half the job)

Exam practice: Reading and Use of English Part 5 1 B 2 A 3 B 4 D 5 A 6 C

13 Adverbial clauses

- 1.1 1 processed food 2 a ready meal 3 a balanced diet 4 nutrition
- 1.2 2 seeing that 3 so that 4 whereas 5 because 6 in order to 7 although 8 when 9 while 10 despite the fact that
- 1.3 Seeing that (sentence 2) has a similar meaning to because (sentence 5). You could use because in sentences 8 and 9 but it would have different meanings from when and while. whereas (sentence 4) and Despite the fact that (sentence 10) have similar meanings to although in sentence 7.
- 3.1 2 as 3 when 4 as/when* 5 As 6 when (= every time; whenever also possible) 7 As/When* 8 While (= Although)
 - *As and when have a similar meaning. However when is more common than as in informal contexts.
- 3.2 2 Despite getting 3 Despite being 4 Despite living5 Despite the alarm going off 6 Despite there being7 Despite being / Despite it being
- 3.3 2 d, f People here don't put much effort into the job seeing that it's so poorly paid. 3 c, e My bike is unusual in that the front wheel is smaller than the back. 4 b, h You need to lift the plant carefully so as not to damage its roots. 5 c, k Pitcher plants are unique in that they are carnivorous. 6 a, i The runway is going to be extended in order that larger planes can land there. 7 d, j She'll probably recover from the illness quickly seeing that she's so fit. 8 b, l We spoke very quietly so as not to be overheard.
- 3.4 A: 2 though 3 In spite of the fact that 4 before I go
 5 seeing that

 B: 1 Because 2 I'll have to 3 while (whilst would be
 - B: 1 Because 2 I'll have to 3 while (whilst would be very formal in this context) 4 so that I can 5 you get

Exam practice: Reading and Use of English Part 2 1 except (but also possible but unlikely in a more formal text such as this) 2 much 3 until / to / till 4 so 5 in 6 meet / turn 7 surprisingly 8 other

14 Conditionals

- 1.1 a a zoo b a game reserve c a safari park.
- 1.2 2 Liam & Nadia 3 Nadia 4 Liam 5 Nadia & Mariam 6 Liam 7 Nadia 8 Nadia
- 1.3 2 Unless we expand captive breeding, many more animals will die out. 3 Even if wild animals are born in a zoo, it's still cruel to keep them in a small enclosure ... 4 I'm all in favour of safari parks provided that the animals are well looked after. 5 Even though they say they are concerned about the welfare of animals, just like zoos, they are still businesses mainly out to make a profit. 6 So long as developed countries put money into these reserves, species will be preserved.
- 3.1 2 had known 3 used 4 promise 5 had; would 6 had been promoted; would have had to 7 leave; will be able to catch

- 8 had studied; wouldn't have
- 3.2 2 if (we) didn't/don't get 3 even though (she) had been driving / had driven / drove 4 even though (I) have been doing / have done / did 5 Even if (it) rains / rained 6 unless (you) prefer / would prefer 7 Even if / Unless (a buyer) can Even if ... means that the company is likely to close by the end of the week whether or not there is a buyer. Unless ... means that the company is likely to close only if no buyer can be found. 8 if (the election) was / were were is more formal.
- 3.3 2 f otherwise 3 a on condition that 4 c in the event of 5 e but for 6 b providing
- 3.4 A: 2 phone 3 will make / makes (similar meaning)B: 1 had bought 2 had 3 was 4 would stop

Exam practice: Listening Part 4 Task One: 1 F 2 G 3 A 4 C 5 D Task Two: 6 C 7 H 8 E 9 B 10 G

15 Participle to-infinitive and reduced clauses

- 1.1 1,2 & 4
- 1.2 2 Exhausted 3 Before leaving 4 Having left 5 But opening up 6 Having been woken up
- 3.1 2 Covered in oil 3 Written 4 Having beaten 5 Having been shown 6 Not having 7 Putting on/ Having put on 8 Not being able to speak / Not speaking
- 3.2 2 Seeing the pocket watches / On seeing the pocket watches (more formal) 3 Some (of them) being / With some (of them) being 4 Living in Hong Kong / Having lived in Hong Kong 5 After looking at / After having looked at 6 l got there to find / On getting there I found (more formal) 7 Having spent 8 (In order) to get 9 (When) looked at 10 Tired 11 before going out
- 3.3 1 D Other possible improvements: As the signs were painted bright yellow I could see them clearly from a distance. / Painted (or Being painted) bright yellow the signs could be clearly seen from a distance. (The alternatives with Painted ... and Being painted ... are more formal than those with Because ... and As ... and would be more appropriate in writing.) 2 S 3 D Because / When I laughed at her new hat Jing looked really angry with me. / Because I was laughing at her new hat ... 4 S 5 S 6 D Because they were talking to each other in the library I asked them to keep quiet.
 7 D Crayfish are caught in traps put on the riverbed at night and many fishermen depend on them for their livelihood. 8 S
- 3.4 2 While researching 3 Although (no longer) involved 4 Before/Until being made 5 Without asking 6 since leaving 7 once caught 8 With (the wind) reaching 9 until / before being woken 10 lf found

Exam practice: Reading and Use of English Part 3

1 Covering 2 plentiful 3 Renewed 4 sustainable 5 shortages 6 awareness 7 recycling 8 consumption

16 Noun clauses

- 1.1 1 birdwatching 2 using the Internet 3 giving someone a lift 4 bricklaying / building a brick wall 5 having / organising a barbecue 6 building a fence
- 1.2 2, 3, 5 & 6
- 1.3 2F 3F 4T 5T 6T 7F 8F 9T
- 1.4 1 that you'll make a lot of new friends 2 whatever time people can spare 3 when we usually meet 4 what to do 5 why the marsh was given to the NWT
- 1.5 that (1) and wh-words (2, 3, 4 & 5)
- 3.1 2 the fact that 3 The fact that 4 that 5 the fact that 6 that 7 the fact that 8 the fact that 9 that 10 the fact that 11 that
- 3.2 2 whichever direction you approach it 3 whether to take a guided tour 4 when the cathedral was built 5 where the building materials came from 6 how they managed to do that (the way they managed to do that also possible)
 7 Who designed the cathedral 8 what conditions were like for the builders 9 the way the light shines through them (how the light shines through them also possible)
 10 whoever wrote that 11 if I'd make it (whether I'd make it also possible)
- 3.3 2 e whatever 3 d whatever 4 a whoever 5 g whichever / whatever 6 h whatever 7 b whichever 8 f whichever
- 3.4 2 told us what questions 3 do you know how to drive 4 to teach me/you what to do (to teach me/you how to do it also possible) 5 showed me where to sit 6 about what would happen next 7 asked (her) when the doctor 8 the time when we were (the time we were also possible) 9 the problem of how to get back 10 The reason why I mention it (The reason I mention it also possible)

Exam practice: Reading and Use of English Part 1 1 C 2 C 3 D 4 A 5 C 6 C 7 B 8 A

17 Conjunctions and connectors

- 1.2 reversing around corners (Sahar), overtaking (Claudio), starting on a hill (Claudio)
- 1.3 1 c, b, a, d 2 h, f, g, e
- 1.4 2 However I had the mirror positioned, I just couldn't judge where the back of the car was. 3 Even so, I always found the replacements very patient and helpful. 4 Although it's expensive having driving lessons, I'd really recommend it. 5 Even though she doesn't have a professional qualification or anything, she's got lots of experience to pass on. 6 And as long as I didn't do anything stupid, she stayed pretty calm.
- 3.1 2 h She always finds time to talk to students no matter

- how busy she is. / No matter how busy she is she always finds time to talk to students. 3 a The restaurant's closed next Monday because it's a public holiday. / Because it's a public holiday the restaurant's closed next Monday. 4 e He's a seismologist. That is to say he studies earthquakes. / He studies earthquakes. That is to say he's a seismologist. 5 f Tuition fees have been increased. As a result the number of applications has fallen. 6 c We travelled much faster once we got onto the motorway. / Once we got onto the motorway we travelled much faster. 7 b The government is being urged to build more nuclear power stations. However such a move would be controversial. 8 g He was wearing the same clothes as me except that his shoes were black.
- 3.2 2 until 3 Lastly 4 Even so 5 On the contrary 6 At last 7 Even though 8 no sooner
- 3.3 1 Note that we can't use while here because it is a conjunction. A sentence connector is needed to link the two sentences. 2 in case there's a power cut 3 whereas I prefer Italian (while also possible) 4 Consequently it isn't very heavy 5 otherwise we'll have to walk miles to the bridge 6 while she's looking for a new flat 7 In contrast in Marketing they get an hour 8 unless the weather's bad
- 3.4 A: 2 while 3 because 4 At first 5 Even so
 B: 1 As well as 2 In spite of 3 until 4 hardly / no sooner (similar meaning) 5 What's more

Exam practice: Reading and Use of English Part 6 1 C 2 D 3 A 4 B

18 The passive

- 1.1 1 d 2 c 3 b (stealing mobile phones from children)4 e (car crime can refer to stealing cars or stealing things from cars)5 a (spraying graffiti)
- 1.2 car crime, vandalism (damage to property/graffiti), street crime (stealing mobile phones), drug-related crime burglary.
- 1.3 2 F (Peter Miles was appointed head of the police service) 3 T 4 F (Other countries are thinking of copying the government's scheme.) 5 T (She agreed that there had been an increase in street crime.) 6 F (She said she didn't know.) 7 F (She admitted that there might be mistakes in the figures.) 8 F (There is a campaign to reassure people it is falling.)
- 1.4 1 was given (passive) 2 have been arrested (passive)3 are seeing (active) 4 have become (active) 5 were caught (passive) 6 was broken into (passive)
- 3.1 A: 2 is widely used 3 is viewed 4 are evaluated 5 is
 6 is considered 7 collects 8 travels 9 believe 10 occur
 11 is prevented 12 help
 B: 1 were constructed 2 be used 3 weighed 4 be carried
 - B: 1 were constructed 2 be used 3 weighed 4 be carried 5 advanced 6 be held 7 became / had become 8 was banned 9 suggests / has suggested 10 has not discouraged 11 predict / are predicting 12 will be conducted

- 3.2 2 His name is Robin but he is called Bobby by his friends.
 3 (no passive) We might instead use We had the procedure demonstrated to us ... 4 The news will be announced to staff later today ... 5 I have been offered a new job in Hungary. 6 The surgery has been declared a complete success (by the medical staff). 7 (no passive) We might instead use I had the idea suggested to me ... 8 This necklace was bought for me by my uncle when he was in Zimbabwe.
- 3.3 Note that the alternatives with get are more informal.
 1 had/got her handbag stolen 2 was/got woken up; have been/got thrown out 3 had/got his hair cut; had/got his jacket cleaned 4's (is) owned; getting broken into
- 3.4 2 we were made to run 3 she seemed to be supported by many of her colleagues 4 no passive (there is no passive form of want + object + to-infinitive) 5 remember being asked 6 he came to be liked by most of the children in the class 7 He was caught trying 8 She was heard to remark 9 no passive (there is no passive form of need + object + to-infinitive) 10 Over 100,000 demonstrators are expected to march

Exam practice: Reading and Use of English Part 7 1 D 2 A 3 F 4 B 5 G 6 E (C not used)

19 Reporting

1.2 Advantages: it would create 2000 jobs at the airport; it might encourage tourism in the region; it would help local husiness

Problems: it would damage tourism; the noise; the danger of a plane crashing into the nuclear power station

1.3 2 said that 3 promised to keep 4 encouraged us to go 5 warned us that 6 advised us to write 7 've (have) volunteered to write

1.4

| verb + that- clause | verb + to- infinitive | verb + object + that-clause | verb + object + to- infinitive |
|------------------------|--------------------------|-----------------------------------|--------------------------------------|
| said | promised | told | encouraged |
| | volunteered | warned* | advised |

*Warn can also be followed by that-clause (e.g. She warned that the airport authorities were not telling the truth).

- 3.1 2 grumbled / were grumbling 3 claimed it 4 reassured me 5 reveal to 6 emphasised 7 whispered to 8 persuade him 9 commiserate with 10 explained to
- 3.2 2 me to apply / me that I should apply 3 me that my research 4 to complete / that I will complete 5 to publish / publishing / that I will publish 6 my qualifications and experience to be / that my qualifications and experience are / that my qualifications and experience will be 7 to hear / that I will hear
- 3.3 2 told them (that) 3 (to them) that I had (had) problems

- / (to) having (had) problems 4 (that) I (should) look at / looking at 5 with me that my research 6 me to visit 7 me to write / that I (should) write / writing 8 to contact me / that they would contact me 9 to offer me / that they would/could offer me
- 3.4 2 (that) it's going to rain 3 (that) it was her coat. (She thought that it wasn't her coat also possible, although less likely.) 4 (that) I had to / must set the alarm when I leave / left the house. 5 where she left / had left her handbag. 6 (that) he was playing football 7 (that) he won't / wouldn't be able to give me a lift after all 8 how much I earn / earned. 9 (that) they might go to Italy 10 what he should do with the painting. / what to do with the painting.

Exam practice: Listening Part 4 1F 2C 3B 4G 5E 6B 7F 8H 9A 10D

20 Substitution and ellipsis

- 1.1 1 caving/potholing 2 camping 3 river rafting4 skydiving/paragliding 5 (scuba) diving 6 surfing7 sailing
- 1.2 a face mask; a snorkel; a sun hat; plastic trainers & insect repellent.
- 1.3 2 One of the local organisers did (met me at the airport).
 3 They should do provide all the equipment. 4 But you don't have to be a very good swimmer. 5 Preferably plastic ones trainers. 6 By the end of the holiday I was exhausted but I was very fit. 7 You'll certainly need some insect repellent. 8 I don't imagine so you'll need to take a tent and cooking things.
- 3.1 2 to ask you / to ask you 3 has eaten anything today / has eaten anything today 4 would have been shocked / would have been shocked / would have been shocked 5 to leave work early / to leave work early 6 had been opened / had been opened 7 to get promoted 8 did know I was getting married / did know I was getting married
- 3.2 2 No (ones is not used on its own to replace a noun phrase. We could say (some) new ones 3 ones 4 (one) 5 (ones) 6 No (talking about specific items; we could replace the car keys with them) 7 one 8 (one) 9 one 10 (ones) / (ones)
- 3.3 2 so did 3 do (do so would be unnaturally formal here)
 4 so 5 that 6 do 7 (doing) that (doing so would be unnaturally formal here)
 8 doing so 9 (that) she will (do)
 (do so would be unnaturally formal here particularly after a modal yerb. Note that do is optional here.)
 10 so does
- 3.4 2 small one 3 some 4 one 5 so 6 it was 7 neither was my boss / my boss wasn't either 8 time / time to 9 so was I / I was too 10 didn't 11 ones 12 don't expect so / expect not 13 want / want to 14 're not able to / can't 15 hope not

Exam practice: Listening Part 3 1 C 2 B 3 D 4 D 5 B 6 A

21 Word order and emphasis

- 1.2 In the order they appear in the recording: enthusiasm, persuasive, determined
- 1.3 2 F (the council lends them musical instruments) 3 T 4 F (the council backed down from their plan to make them pay) 5 F (People come from other countries to see the project)
- 1.4 2 <u>Making music</u> she sees as a fundamental part of a child's development 3 <u>What impressed us most</u> was the way she calmly and clearly argued her case. 4 <u>Rarely</u> have I met anyone with such passion for their beliefs. 5 <u>A number of times</u> the council has tried to make changes to the <u>Music in Schools</u> project in order to save money. 6 <u>Only after Maria threatened to withdraw her support from the project</u> did the council back down.
- 1.5 The difference in the word order in the sentences you wrote emphasises the information underlined in the key to 1.4, above.
- 3.1 2 It was at her 18th birthday party that she announced she was going to join the air force. 3 What we did was (to) ask a farmer to pull us out with his tractor. 4 It could be the battery that's flat. 5 What I don't know is who sent them. 6 It must have been my parents who/that gave Wei my telephone number. 7 What the research shows is a link between salt intake and rates of heart disease. 8 It was his nervous laugh that made me think he was lying. / What made me think he was lying was his nervous laugh.
- 3.2 2 f Should/Were today's match have to be postponed, it will be replayed next week. 3 g Had anyone been looking at Maria when the police arrived, they would have noticed the expression of panic on her face. 4 d Should/Were taxes to be increased further, there would be a huge public outcry. 5 a Had the doctors operated sooner, she might have made a full recovery. 6 h Were I president, I would introduce three-day weekends. 7 b Should/Were your flight to be cancelled, the insurance covers a full refund. 8 e Had heavy snow been forecast, we would not have begun the climb.
- 3.3 Suggested answers: 2 have I heard 3 did he discover/find/ realise 4 did I know/realise 5 have there been 6 did she answer/tell 7 had he got 8 did she say
- 3.4 2 It was the hotel that was the real problem. / What was the real problem was the hotel. 3 that she really got furious about 4 First came an electrician 5 Three days it took them 6 What annoyed me most was the attitude of the staff / It was the attitude of the staff that annoyed me most 7 Never have I seen 8 Not once did anyone apologise

Exam practice: Reading and Use of English Part 4
1 did she take pride in 2 was her hatred / dislike 3 was no
alternative (for her) but / was no alternative but for her
4 had I made a complaint 5 were she ever to become / if she
were ever to become / if she ever were to become
6 distinct possibility of my / me getting

22 Nominalisation

- 1.2 c, e, a, d, f, b
- 1.3 2 increase in 3 closure of 4 rise in 5 discovery of 6 evacuation of
- 1.4 Suggested answers: 2 The number of people living close to the lake has increased. 3 Thousands of homes and businesses would be left without electricity if the power stations closed. 4 The level of radon gas in the soil rose dramatically. 5 Scientists discovered thousands of dead fish which increased their concerns. 6 30,000 people began to be evacuated two days ago. / The army began to evacuate 30,000 people two days ago.
- 3.1 Suggested answers: 2 The organisation of the conference was very professional. 3 The turnout for the match was huge. / There was a huge turnout for the match. 4 The withdrawal of the troops was immediate. / There was an immediate withdrawal of troops. 5 A shake-up in/of top management is needed for the company to be successful again. 6 The increase in interest rates was the third in two months. / There was an increase in interest rates for the third time in two months. 7 An agreement was reached on extra funding for the project. / There was an agreement reached on extra funding for the project. 8 The decision to postpone the race was taken/made/reached at the last moment.
- 3.2 Suggested answers: 2 Johan's obsession with cars started when he was quite young. 3 The expansion of the nuclear power programme has been criticised by opposition politicians. 4 The reduction in the price of petrol is good news for drivers. 5 The abolition of parking charges in the city centre has led to / has resulted in increased business for shops. 6 The demand for healthier food in school is the result of / is due to growing concerns about childhood obesity. 7 The departure of the train will be delayed for half an hour because of engine problems.
 8 The appointment of a new college principal may lead to / result in staff leaving.
- 3.3 2 the complexity of the English spelling system 3 the response to its recruitment drive 4 the threat to animal and plant species 5 the strong resistance to increased taxation / the strength of the resistance to increased taxation 6 the extent of the damage to property
- 3.4 2 made a start 3 do some/the gardening 4 Give (me) a shout 5 made/taken a decision 6 l have a feeling
 7 made an arrangement 8 take a deep breath 9 give him an explanation of 10 have a talk with 11 gave her a call
 12 had a chat 13 gave a sigh 14 take/have a shower
 15 have a rest 16 do the cooking 17 have/take a look

Exam practice: Reading and Use of English Part 8 1 D 2 B 3 C 4 A 5 B 6 A 7 C 8 A 9 D 10 B

23 It and there

- 1.3 2T 3T 4C 5C 6C 7T 8C
- 1.4 2 c the town apartment 3 e the decoration in the town apartment 4 g Canley 5 i Canley 6 j 7 k and l the town apartment
- 3.1 2 there was nobody in the room 3 4 there is one opposite the railway station 5 There are only ten places available 6 there was no milk left 7 8 There was something on the radio
- 3.2 2 b there 3 a there 4 a it 5 a it 6 c it 7 a there 8 b it
- 3.3 2 It's no good 3 It's no secret 4 there's no harm in 5 there's no chance of 6 There's no need 7 it's no longer 8 There's no (need to) hurry
- 3.4 2 it doesn't hurt to 3 there is (there's) nobody by 4 it turned out that 5 don't expect there to be 6 see it as my role 7 think there is Internet 8 remember you saying that 9 I prefer it if 10 There's no reason to get

Exam practice: Reading and Use of English Part 4 1 in order to be 2 there is (there's) no question of rearranging 3 no difficulty (in) recognising 4 get along with one 5 did they bring up 6 there is (there's) no point (in) discussing

24 Complex prepositions and prepositions after verbs

- 1.2 Instruction 3
- 1.3 2 you; up 3 out; the train times 4 on; the train 5 into; the hotel 6 out; the bill 7 around; town
- 1.4 1 I'm afraid I've messed our plans up for tomorrow.
 3 I've found the train times out from the SNCF website
 ... 6 I'll sort the bill out when I pick you up on Thursday afternoon.
- 3.1 2 throw away some of my old exercise books from school (more natural than throw some of my old exercise books from school away because the object is long) 3 gathered her papers up / gathered up her papers 4 bumped into Lea 5 tell the twins apart 6 talk you out of leaving college 7 woke me and my husband up / woke up me and my husband 8 try them out
- 3.2 2 as opposed to the 10,000 predicted 3 regardless of their ability to pay 4 thanks to a strict protein-only diet 5 for the sake of their health 6 along with an excellent art gallery 7 by way of an apology 8 with effect from 30th September
- 3.3 1 advised against using 2 dismissed the reports as; prevent her (from) doing 3 congratulated them on achieving; had benefited from taking part in 4 has quarrelled/has been quarrelling with her European counterparts over; ended in/ with her walking
- 3.4 2 with 3 from 4 out* 5 with 6 to 7 over/on 8 after

9 out 10 in 11 of 12 with 13 in 14 of 15 into 16 over/round* 17 (a)round/at/over 18 on 19 into 20 in 21 of 22 from* 23 over/out* 24 to 25 in 26 with/to 27 up 28 over/round* 29 out*

* No preposition also possible in these answers

Exam practice: Listening Part 1

1 C 2 B 3 A 4 B 5 C 6 B

25 Prepositions after nouns and adjectives

- 1.2 2b 3g 4f 5a 6d 7e 8h 9c
- 1.3 2 demand for 3 need 4 decision to 5 need for 6 complain about 7 complaints about 8 demand 9 decided to 10 influence on
- 1.4 2 demand for & 8 demand (verb no preposition);
 4 decision to & 9 decided (verb) to;
 5 need for & 3 need (verb no preposition);
 7 complaints about & 6 complain (verb) about
- 3.1 2 at 3 for 4 with 5 about 6 on 7 about 8 for
- 3.2 Suggested answers: 2 had an influence on 3 take pride in 4 have great admiration for 5 caused serious damage to 6 As a solution to
- 3.3 2 to cut 3 using / the use of 4 the number of visitors to 5 of organising / to organise 6 to move 7 the closure of 8 protecting / the protection of 9 recovering / recovery 10 of holding
- 3.4 A: 2 of 3 on 4 about 5 by 6 in 7 to 8 about 9 with
 B: 1 about 2 from 3 with 4 about 5 with 6 with 7 over
 8 with 9 for 10 in 11 for

Exam practice: Reading and Use of English Part 1 1A 2B 3B 4D 5C 6C 7C 8B

26 Cities

- 1.2 2 construction 3 rural 4 outskirts 5 residents 6 consequences 7 environment 8 pollution
- 1.3 1 urban 2 commercial 3 area 4 undeveloped 5 residents

1.4

| Noun | Verb | Adjective |
|---------------------------------|----------|-----------------------|
| demolition | demolish | demolished |
| development developer | develop | developed undeveloped |
| resident residence | reside | residential |
| environment environmentalist | x | environmental |
| pollution pollutant | pollute | polluted |

Answer key

- 1.5 1 tourist attractions 2 traffic congestion; city centre 3 public transport system 4 pedestrian area 5 Exhaust fumes; air pollution 6 traffic jams; rush hours
- 1.6 1 crime-free 2 car-free 3 cyclist-friendly 4 pet-friendly 5 car-mad 6 work-mad
- 2.1 1 hustle 2 social; contact 3 range 4 cost 5 centre 6 hop; underground 7 rates; rural
- 2.3 2d 3e 4a 5c
- 2.4 1 psychological 2 belief 3 inclusive 4 residents 5 helpful6 installation 7 surprisingly 8 significant

Exam practice: Reading and Use of English Part 5
1B 2D 3A 4C 5C 6B

27 Personal history

- 1.2 2 ancestors 3 genealogical 4 process 5 backwards6 conducting 7 sources 8 documenting 9 descent10 descendant
- 1.3 1 people who have Irish ancestors 2 Family legends ... are rarely 100% accurate; The truth may be somewhat less attractive than ... in family tales; You will find it impossible to retain (all the information) in your head; Don't be too ambitious (or you may be disappointed).
- 1.4 2 reminisce 3 the biggest hurdle 4 a grain of truth5 skeletons in the cupboard 6 draw the line 7 branch of your roots 8 accumulate huge amounts of information

1.5

| Noun | Verb | Adjective |
|--------------------------|------------|---------------------|
| accumulation | accumulate | accumulated |
| accuracy inaccuracy | x | accurate inaccurate |
| ancestry | X | ancestral |
| embellishment | embellish | embellished |
| reminiscence | reminisce | reminiscent |
| verification verifier | verify | verified verifiable |

- 1.6 1 hurdle 2 grains 3 draw the line 4 embellishments 5 inaccurate 6 reminiscent
- 1.7 1 exposes long-buried secrets 2 keep residents in the dark 3 digging up dirt 4 sweep recent statistics on inner-city crime under the carpet 5 cover his tracks 6 muddy the waters
- 1.8 1 dig up dirt (on somebody) 2 cover your tracks 3 muddy the waters 4 keep (somebody) in the dark 5 expose longburied secrets 6 sweep (something) under the carpet
- 2.1 An autobiography is the story of someone's life written by that person. A biography is written by another person.

- 2.2 2 confront 3 forget 4 accurate 5 myths 6 traces 7 hoarded 8 reports 9 appointments 10 blank
- 2.3 2 created; originating: put together 3 countless; many; numerous 4 expensive; important; precious 5 bits; fragments; small pieces
- 2.4 1 curiosity 2 unforgettable 3 requirement 4 accuracy 5 guilty 6 forgetful

Exam practice: Writing Part 1 – An essay A model answer to this question can be found at www. cambridge.org/grammarvocabadvanced

28 The arts

- **1.2** a 3, 6, 9, 11 b 2, 3, 6 c 1, 10, 12 d 5 e 1, 7, 12 f 2, 3, 4, 6, 8, 11 g 3 h 1, 9
- 1.3 Model answers

| visual arts | sculpture, painting, textiles, drawing, photography, ceramics, film |
|------------------------|---------------------------------------------------------------------------------|
| styles of music | soul, blues, rock, pop, hip-hop, funk, jazz, classical, R&B, electronic folk |
| types of literature | novel, poetry, poem, short story, essay, play, novella |
| genres of film | thriller, romantic, comedy, drama, action, fantasy, adventure, science-fiction |
| artists | composer, performer, comedian, painter, author, director, actor, sculptor, poet |

- 1.4 2 c 3 a 4 e 5 f 6 b
- 1.5 2 surgical instrument 3 match-winning performance
 4 third-quarter performance 5 musical instrument
 6 opening performance 7 scientific instrument
 8 academic performance
- 2.1 1d 2a 3c
- 2.2 2 small provincial theatre 3 a hint of irony 4 following5 a great fan of 6 in stitches 7 is the right word 8 by hand
- 2.3 16 24
- 2.4 1 back-catalogue 2 a capacity audience 3 melodic 4 lines/part 5 part/character 6 learn(ing) by rote
- 2.5 1 chaos 2 melancholy 3 exhilaration 4 melody 5 intimacy 6 euphoria
- 2.6 2 classic 3 understated; subtle 4 intimate; boisterous 5 edgy 6 sweet; insistent 7 emotional
- 2.7 2 and 3 tells/is 4 in 5 that 6 has 7 without 8 on 9 down 10 each/one 11 keep 12 but

Exam practice: Reading and Use of English Part 1 1D 2A 3B 4B 5C 6D 7B 8A

29 Migrations

- 1.1 2 expatriates 3 asylum seekers 4 refugees 5 contract workers 6 professionals 7 illegal immigrants
- 1.3 2a 3b 4d 5e

1.4

| Noun | Verb | Adjective |
|--------------------------------------------|------------|---------------------------|
| danger | endanger | endangered dangerous |
| legality illegality legalisation | legalise | legal illegal |
| persecution persecutor | persecute | persecuted |
| smuggling smuggler | smuggle | smuggled |
| specialism specialisation specialist | specialise | specialist specialised |

- 2.1 1 dreary routine 2 surroundings 3 homesickness 4 took 5 return (home)
- 2.2 1 strong expat community; exciting place; multicultural; amazing places to eat and drink; one of the best cities in Asia for shopping; summer all year round 2 wedding; met Jason's friends; joined a kickboxing class; going to have a baby
- 2.3 2a 3e 4c 5b 6d
- 2.4 2 multilingual 3 multinational 4 multicoloured 5 multifunctional
- 2.5 2 sense of belonging 3 sense of humour 4 sense of duty 5 sense of responsibility 6 sense of loss
- 2.6 1 make a life change, e.g. new job, move house, etc. 2 yes 3 more 4 quickly 5 not 6 less 7 easier 8 no

Exam practice: Listening Part 2

1 destinations 2 graduate 3 economy 4 accommodation 5 warned 6 travel companies/agencies 7 resident 8 confidence

30 Risking it

- 1.1 2g 3f 4b 5h 6a 7e 8d
- 1.3 2 participants 3 associated 4 released 5 fear 6 levels7 exertion 8 tentative 9 recreational 10 accident11 activity 12 individual
- 1.4 2d 3a 4c 5e
- 1.5 TAKE: advice, care, a chance, effect, exercise, part, precautions, responsibility, steps to MAKE: a decision, a difference, an effort, progress, sure, use of
- 1.6 2 take part; take advice 3 take (full) responsibility 4 take (the proper) precautions 5 make a choice (make a decision also possible)

- 2.1 2 Teenagers enjoy the excitement that comes from taking risks.
- 2.2 2 four main groups 3 worse outcome 4 losing (all) the 5 relatively minor 6 be more sensible
- 2.3 2 The beginning of the stage that turns someone into an adult.
- 2.4 2 amused 3 analysing 4 enthusiasm
- 3.1 2 employees 3 reasonable 4 avoid 5 expert 6 competent 7 representatives 8 responsible 9 chance 10 serious

Exam practice: Reading and Use of English Part 7
1E 2D 3G 4F 5C 6A (B not used)

31 Gender issues

- 1.1 M: cameraman; fireman
 N: actor; doctor; firefighter; midwife/nurse; police officer; solicitor; surgeon; teacher
 F: headmistress; waitress; policewoman
- 1.2 1 & 3
- 1.3 2 categorise 3 biased 4 sexes 5 neutral 6 stereotypes
- 1.4 1 comedian/comic 2 humankind/people/humanity 3 ancestors/predecessors/forebears 4 flight attendants 5 synthetic/artificial 6 companions/partners/spouses
- 1.5 2 of 3 on 4 to 5 on 6 about
- 1.6 1 shocking 2 takes responsibility 3 underpaid 4 pay attention
- 1.7 1 be treated as 2 make inroads 3 in a derogatory way 4 historical disadvantage
- 2.2 arrogant arrogance; attractive attraction/attractiveness; competitive competition/competitiveness; driven drive; flexible flexibility; gifted gift; graceful grace; passive passivity; powerful power; pure purity; submissive submission/submissiveness
- 2.3 1 discrimination 2 activity 3 abilities 4 competitions 5 leadership 6 decision 7 inadequate 8 unequal
- 2.4 1 F (She started at the age of three and finished when she was 18.) 2 T 3 F (She had never thought about it being a traditionally female sport.) 4 T 5 F (She says she can see that things are moving away from this gender-typing.)

2.5

| Noun | Verb | Adjective |
|--------------------------|--------------|----------------|
| category | categorise | × |
| contribution contributor | contribute | contributory |
| discrimination | discriminate | discriminatory |
| equality | equalise | equal |
| involvement | involve | involved |
| perpetuation | perpetuate | perpetual |
| neutrality | X | neutral |

2.6 2 deem 3 complete 4 predominantly 5 overt 6 participate

Exam practice: Reading and Use of English Part 4 1 took full responsibility for his/the team's 2 not to be acceptable [in/at] 3 object to people using 4 took part in competitive sport 5 was under the impression 6 has been called off due/owing

32 Education

- 1.2 2 graduate 3 needs 4 classroom 5 potential 6 method 7 child-centred 8 influence 9 images 10 foster 11 whole 12 capacity
- 1.3 2g 3e 4a 5f 6d 7b
- 1.4 2 with 3 about/on 4 on 5 by 6 of 7 for/of 8 to

1.5

| Noun | Verb | Adjective |
|-------------------------|-----------|-----------------------------------|
| establishment | establish | established |
| graduation graduate | graduate | X |
| education educator | educate | educated educational |
| innovation innovator | innovate | innovative |
| influence | influence | influential |
| motivation motivator | motivate | motivated motivating motivational |

- **1.6** 1 newly 2 firmly 3 highly 4 poorly 5 highly 6 increasingly 7 strongly 8 politically
- 2.1 1 He struggled to get a job. 2 Much better than now. (They were able to walk into an office, talk to the manager and get a job.) 3 You get hands-on experience and you get paid while you learn. 4 Ship/boat building (trainee engineer, training in engineering theory and boat and ship design).
- 2.2 1 impossible 2 references 3 hands-on 4 training 5 courses 6 trainees 7 giving something back
- 2.3 2 apply 3 insight 4 team-building 5 learned
- 2.4 1 enable 2 capabilities 3 understanding 4 interactive 5 application 6 electrical 7 realisation 8 researchers

Exam practice: Reading and Use of English Part 6
1A 2B 3D 4C

33 Health

- 1.2 1 infectious = spread by germs; contagious = spread by bodily contact 2 starvation = state of suffering or death caused by having no food; malnutrition = physical weakness and bad health caused by lack of food 3 treatment = includes all of the things that are done to help a sick or injured person, e.g. surgery/counselling/medication; medicine = substance which is drunk or swallowed as part of medical treatment 4 transmit = pass a disease on to another person; contract = get a disease from another person 5 epidemic = outbreak of disease that spreads through one or more communities; pandemic = an epidemic which spreads throughout the world 6 acute = suddenly very serious; preventable = applying current medical knowledge can stop/reduce the incidence of the disease.
- 1.3 1 deaths globally are caused by cardiovascular diseases.
 2 infectious diseases than were killed by natural or manmade catastrophes.
 3 1.6 million people die from them each year.
 4 (mostly children) died from measles.
 5 immunise someone against measles.

1.4

| Noun | Verb | Adjective |
|--------------------------|----------|--------------------------|
| immunisation immunity | immunise | immune |
| infection | infect | infectious infected |
| medication | medicate | medical "medicated |
| prevention | prevent | preventative preventable |
| treatment | treat | treatable untreated |

- 2.1 1 300 million people. 2 In the 1700s. 3 An English doctor who developed the smallpox vaccination. 4 In 1959.
- 2.2 1 T 2 T 3 F (Smallpox often led to death.) 4 F (Farm labourers ...) 5 T 6 F (The last recorded case was in 1977 and the disease was declared defeated shortly after.)
- 2.3 2 mismanagement 3 misconduct 4 misdiagnosis 5 misinformation 6 misrepresentation
- 3.1
- 3.2 1 detoxify (your body) 2 appetite suppressant 3 total energy intake 4 be on a diet 5 fluid 6 be prone to 7 dehydrated
- 3.3 1 for/to 2 for 3 to 4 in 5 at 6 with 7 to

Exam practice: Writing Part 2 – A report A model answer to this question can be found at www. cambridge.org/grammarvocabadvanced

34 Getting about

- 1.1 2 trip 3 travel 4 trips 5 travel 6 trip
- 1.2 2g 3d 4e 5h 6b 7c 8a
- 1.3 1P 2A 3C 4C 5C 6A 7P
- 1.4 1 bike capital 2 extensive network 3 theft 4 rent 5 dramatic increase 6 low incomes 7 fitted with 8 programme 9 traffic lanes 10 returnable deposit
- 2.1 2 get around 3 private cars 4 fossil fuels 5 self-driving vehicles 6 eco-friendly
- 2.2 Model answers: 1 I'd get around by taxi so I wouldn't get lost. 2 I'd get by with gestures and pointing. 3 I get out of doing things I don't want to by saying I'm not feeling very well.
- 2.4 2 to 3 on 4 in 5 to 6 with

Exam practice: Listening Part 1

1 A 2 A 3 B 4 C 5 B 6 C

35 Moods

- 1.1 1 frowned; fly off illustration E 2 tragic; trembled; devastated illustration C 3 sails; care; laid-back illustration B 4 mind; bites; stammers illustration A 5 clouds; dreamers; lighten illustration D
- 1.2 2E 3D 4C 5A
- 1.3 2 tearful 3 angry 4 calm/relaxed 5 optimistic
- 1.4 2 anxiety 3 apprehension 4 calm 5 confrontation6 contentment 7 fury 8 misery 9 optimism/optimist10 patience 11 positivity 12 relaxation
- 1.5 1 calm 2 confront 3 angered/infuriated
- 1.6 2 ravenous; 3 excruciating: 4 devastating 5 petrifying; 6 ludicrous; 7 astonishing; 8 hideous
- 1.7 1 mildly 2 particularly; ravenous 3 ludicrous; a bit 4 completely; hideous 5 devastating; bitterly
- 1.8 2c 3a 4e 5b
- 2.2 2 photographic 3 retain 4 mind 5 forgotten 6 ear 7 short-term 8 recall
- 2.3 1 / 2 X 3 / 4 / 5 / 6 X
- 2.4 1 traumatic; bitter 2 early, childhood 3 trigger a memory; bring back a memory; jog someone's memory 4 vague

Exam practice: Reading and Use of English Part 1 1D 2A 3C 4A 5D 6C 7A 8B

36 Fame and fortune

- 1.2 2 lucrative 3 talents 4 appearance 5 media 6 exposure 7 attained 8 stalked
- 1.3 1 immense 2 sought-after 3 (social) perks 4 accomplishments 5 aspire to 6 envy 7 status 8 the public eye
- 1.4 2 benefit (is not an ability) 3 devotion (does not have a negative meaning) 4 entitlement (is not about people's opinions of you) 5 perk (does not consist of money)

- 1.5 2 royalty 3 rewards 4 Consultancy 5 reality 6 attaining 7 value 8 non-famous 9 talented 10 credibility
- 1.6 2 lifestyle 3 endorsements 4 coverage 5 gossip 6 attention
- 1.7 1 stalk 2 famous; envy 3 achieve; forgotten 4 talented; individuals 5 personalities; from 6 recommend; weird
- 2.2 Speaker 1: relaxing entertainment Speaker 2: a bit of an embarrassment Speaker 3: my kind of television
- 2.3 1 trashy novel 2 unwind 3 car crash 4 story lines 5 common ground 6 group dynamics
- 2.4

| Noun | Verb | Adjective |
|-------------------------------------|------------|-----------------------|
| addict addiction | addict | addictive addicted |
| drama dramatisation dramatist | dramatise | dramatic |
| fantasy fantasist | fantasise | fantastical |
| manipulation manipulator | manipulate | manipulative |

Exam practice: Reading and Use of English Part 2 1 to 2 them 3 who / that 4 on 5 lt 6 in 7 as 8 up

37 Relationships

- 1.1 1 mediator; listener; friend; (impartial) judge 2 fifty or sixty years ago 3 globalisation
- 1.2 2b 3d 4c 5a
- 1.3 1 stability 2 dependable 3 impartial
- 1.4 2 bridges the gap 3 dependable 4 at loggerheads 5 stability 6 impartial
- 1.5 appreciate recognise; doubt question; erode weaken; impart – inform; instil – teach
- 1.6 2 A tough upbringing teaches you survival skills. 3 People do not feel lucky to have a dysfunctional family. 4 An uneasy relationship would make marriage difficult. 5 Pushy parents are not fragile, they are assertive.
- 2.2 2 conflicts 3 ruin 4 advice 5 partnership 6 contribute
- 2.3 Speaker 1 is the only speaker who advises against friends going into business together.
- 2.4 Speaker 1 c Speaker 2 b Speaker 3 d Speaker 4 a
- 2.5 2f 3d 4b 5c 6a
- 2.6 1 letdown 2 break-up 3 falling out

Exam practice: Listening Part 3

1D 2B 3C 4B 5A 6C

38 Time off

- 1.2 2 tropical resorts 3 pack 4 destination 5 self-catering6 isolated beach 7 spectacular scenery 8 entertainments9 two-week 10 local cuisine
- 1.3 2 an adventure holiday 3 a foreign holiday 4 a public holiday 5 a beach holiday 6 book a holiday
- 1.5 1 spectacular 2 authentic local 3 extravagant; artificial 4 exotic 5 unheard-of
- 2.1 2 aerobics 3 martial arts 4 walking 5 football 6 tennis 7 swimming
- 2.2 2 football pitch / tennis court 3 walking pace 4 swimming costume 5 aerobics class
- 2.4 1F 2T 3T 4F 5T 6T 7F 8F
- 2.5 1 minor adjustments 2 activating your muscles 3 extortionate fees 4 spectator 5 doing them a favour
- 2.6 1 off 2 up 3 off 4 on 5 back 6 about

Exam practice: Reading and Use of English Part 8 1D 2B 3A 4B 5C 6A 7A 8E 9C 10E

39 Media

- 1.2 2 reported 3 media channels 4 expert analyst 5 directly
 6 tuning in 7 subscribe to 8 targeted information
 9 mobile devices 10 access to
- 1.3 2 unfiltered 3 social news 4 emerge 5 consume

1.4

| Noun | Verb | Adjective |
|----------------------------|-----------|--------------------------------|
| analyst analysis | analyse | analytic analytical |
| domination dominance | dominate | dominant |
| emergence | emerge | emergent emerging |
| subscription subscriber | subscribe | oversubscribed undersubscribed |
| explosion explosive | explode | explosive |
| consumption consumer | consume | consumable |

- 1.5 2 explosion 3 analyse 4 consumers 5 emergence 6 dominance/domination
- 1.6 1 explosive device what it does not how it works 2 digital device – how it works not how it is used 3 laboursaving device – a benefit not what it does
- 2.2 2 with 3 well 4 it 5 without 6 into 7 ln
- 2.3 1 All four speakers are in favour of the idea.
 2 Speaker 1 does not think that the laws will be wholly successful (media corporations that want to profit without fear of correction or sanction at the expense

- of the individual). Speaker 2 thinks they will be successful. Speaker 3 does not think they will be successful (for every move on the chessboard of free speech there is an equal and opposite move which negates openness). Speaker 4 does not think the laws will be successful (I don't think from the perspective of responsible news organisations that it's going to make much difference).
- 2.4 1 investigative 2 expression 3 human rights 4 accountability 5 expense
- 2.6 1b 2a 3b 4b

Exam practice: Reading and Use of English Part 4

1 it is my ambition / my ambition is 2 afford to sue 3 it is likely that traditional newspapers 4 first saw / saw the beginning/introduction of 5 can't imagine living / life 6 took (me) all morning to look

40 The world of work

- 1.2 2 customer services 3 construction 4 mining 5 agriculture 6 entertainment
- 1.3 1 F (Her first job was working for an insurance company.)
 2 F (Her job was moved to India but she herself doesn't work there.)
 3 T 4 T 5 T 6 F (Five people work on the farm including him and his wife.)
- 1.4 1 youth unemployment 2 general office skills 3 call centre 4 retired 5 made redundant 6 out of work 7 take over from 8 cover costs
- 1.5 2 dictate; dismiss 3 disturbs 4 acquire 5 employer; compensation
- 1.6 2 job 3 work; job 4 work 5 work; job
- 1.7 1 work experience 2 job satisfaction; workload 3 job security 4 work environment 5 work permit; job offer 6 job market; jobseekers 7 work colleagues; job opportunities 8 work clothes; work space
- 2.1 1 She applied for a US visa to escape the doom and gloom.
 2 Living and working in a city like New York is like a dream come true ... 3 ... there were still jobs for the more educated members of the workforce. 4 ... I imagined myself climbing the corporate ladder ...
- 2.2 2 freelance 3 doom and gloom 4 work ethic 5 churn out 6 prospects 7 spring up 8 thriving
- 2.3 1 Immigrants are sometimes needed to fill gaps in the labour market because there are not enough sufficiently well-qualified job seekers in a country or because there are not enough people willing to do low-level work.
 2 Ambitious people want to climb the corporate ladder.

Exam practice: Reading and Use of English Part 3

1 satisfaction 2 appreciated 3 leadership 4 contribution 5 objectives 6 technological 7 workforce 8 essential

41 Economics and business

- 1.1 2 go bust 3 recession; slump; downturn 4 credit crunch 5 crash 6 inflation 7 interest rate 8 tumble; weaken; fall
- 1.2 Speaker 1: fuel / gas* / heating Speaker 2: higher education / college fees
 - * In British English gas is used for heating houses and cooking. In American English gas (or gasoline) is fuel used in cars and other vehicles.
- 1.3 1 mess 2 keep up 3 hit 4 check 5 debt 6 alarming 7 jumpy 8 free fall
- 1.4 a7 b2 c8 d1 e6 f4 g5 h3
- 1.5 2 retailers 3 stock 4 spending 5 non-essentials 6 income 7 market 8 profits
- 1.6 2 make ends meet 3 not out of the woods 4 cut spending to the bone 5 eke out 6 a double-edged sword
- 1.7 1 rocket, soar 2 cut, lower, reduce 3 disconcerting, disturbing, worrying
- 2.1 A Get the finance you need. B Focus on the essentials C Play to your strengths D Take advice
- 2.2 1 develop; establish; maintain 2 establish; launch; start 3 flourish; prosper; succeed 4 look for; search for; try to find
- 2.3 1 into 2 to 3 on 4 over
- 2.4 1 investors 2 partnership 3 productive 4 expenditure

Exam practice: Writing Part 1 – An essay A model answer to this question can be found at www. cambridge.org/grammarvocabadvanced

42 The living world

1.2 1 Fish 2 Mammals 3 Amphibians 4 Reptiles 5 Insects 6 Birds

1.3

| Amphibians | Birds | Fish | Insects | Mammals | Reptiles |
|------------|---------|----------|---------|---------|-----------|
| frog | owl | shark | bee | horse | snake |
| newt | swallow | mackerel | ant | whale | crocodile |
| toad | vulture | salmon | cricket | wolf | lizard |

- 1.4 1 owl 2 bee 3 wolf 4 snake 5 salmon
- 1.5 1 young animals 2 things humans do to animals 3 groups of animals 4 animal homes 5 things animals do 6 animal body parts
- 1.6 1 extinction / becoming extinct. 2 25%
- 1.7 2 declining 3 vital 4 existence 5 pollinate 6 grains 7 disappear 8 economic 9 humans 10 pesticides

1.8

| Noun | Verb | Adjective |
|---------------|-----------|--------------|
| decline | decline | declining |
| disappearance | disappear | disappearing |

| existence | exist | existing existent non-existent |
|-----------------------|-----------|--------------------------------------|
| extinction | x | extinct |
| pollination pollen | pollinate | pollinated |
| theorist theory | theorise | theoretical |

- 2.1 b3 c4 d1
- 2.3 1 used to build homes 2 material for clothes3 aspirin 4 taxol (cure for cancer) 5 (ingredients for) cosmetics 6 soap; glue; plastics
- 2.4 1 Unlike farmers, gardeners do not grow crops for profit. Gardeners' work is often aesthetic and they can be employed on other people's land. 2 Roots are parts of a tree or plant that spread underground whereas branches are parts of a tree that spread above ground. 3 Carnivorous animals eat mainly meat but omnivorous creatures eat vegetable foodstuffs as well. 4 Shelter means protection from the weather and other possible threats while habitat refers to a specific living environment.
- 2.5 1 aquatic, endangered, wild, exotic, flowering 2 wild, marine, furry, domestic, endangered, exotic, aquatic 3 clean, thin, cold, humid, fresh 4 humid, cold, mild, harsh, arid, temperate

Exam practice: Listening Part 4
Task One: 1 D 2 C 3 A 4 E 5 H
Task Two: 6 B 7 C 8 F 9 A 10 E

43 Personal contact

1.2 Possible answers: **a** 1, 2, 3, 4 **b** 2, 3, 4, 7 **c** 2, 3, 4 **d** 5 **e** 1, 3, 6

f2, 3, 4 g2, 3, 4 h 1, 3, 6

- 1.3 2 touch 3 reconnect 4 relationships 5 share 6 forums7 business 8 Members 9 profile 10 location
- 1.4 2 a question 3 an opinion 4 a friend 5 an understanding
- 1.5 Possible answers: 1 credentials using scans of official documents 2 passion no I don't meet new people online 3 identities fraud and other serious crimes 4 reality yes I think people feel disconnected
- 1.6 1e 2a 3d 4f 5c 6b
- 2.1 3 letter addressed and put in an envelope communicating messages which may be detailed; memo short message about a practical subject often in work context; note short informal message; card usually communicates a social greeting on a specific occasion, has an attractive design; petition addressed to officials requesting a change to something with a large number of signatures; invoice a bill for goods or services; diary record of appointments or day-by-day account of events throughout the year

Answer key

- 2.2 1 Letters were something special and meaningful. It was a rich form of expression, you could really think about what you wanted to say. You could make your letter perfect and heartrending. 2 the telephone; the internet; email; smartphones; video conferencing; instant messaging; social networks and apps.
- 2.3 1 means (of) communication 2 time (and) concentration 3 rewrite 4 immediate 5 obsolete 6 instant; endless.
- 2.4 2a 3e 4c 5g 6b 7f
- 2.6 1 method; way 2 aspect; feature 3 communicate; express
- 2.7 1 She couldn't be bothered (negative); a badly written note (negative) 2 It was very thoughtful of you (positive); It really brightened up my day (positive) 3 these soppy messages (negative); her sound desperate (negative).
 4 response to our ideas was scathing (negative); very frustrating (negative) 5 He rambled on for hours (negative) 6 He's so articulate (positive); he dominates the conversation (negative); he's a pleasure to have around (positive)

Exam practice: Reading and Use of English Part 2

1 in 2 do 3 or 4 up 5 living 6 from 7 If 8 would

44 The environment

- 1.2 1 Deforestation 2 Overgrazing 3 Overfishing 4 Invasive species 5 Intensive agriculture 6 Urban development
- 1.3 2 F (Overgrazing is one of the main pressures on biodiversity.) 3 T 4 F (The regeneration of marine populations happens slowly.) 5 T 6 F (Weeds are a significant pressure on ecosystems.) 7 F (Bio-intensive farming is affecting estuaries.) 8 (F Population growth on the coastline is cause for concern.)

1.4

| Noun | Verb | Adjective |
|------------------------------|--------------------------|--------------------------|
| agriculture | x | agricultural |
| density | x | dense |
| erosion | erode | erosive eroded |
| intensity intensification | intensify | intensive |
| modification | modify | modified |
| population overpopulation | populate overpopulate | populated overpopulated |
| regeneration | regenerate | regenerative regenerated |

- 1.5 2 modified 3 agriculture 4 intensify 5 regeneration 6 overpopulated
- 2.1 2a 3e 4b 5c
- 2.2 1 biodegradable 2 conservation 3 recyclable 4 renewable 5 reforestation

- 2.3 2 plastic 3 solar energy 4 produce/fruit and vegetables 5 lightbulbs
- 2.4 1 many cycle lanes 2 recycling plastic 3 expensive to install 4 pollute the environment 5 by air / so far 6 local farmers 7 wasteful of energy / bright

Exam practice: Reading and Use of English Part 3

1 cultivation 2 destruction 3 economic 4 endangered 5 extensive 6 growth 7 sensitive 8 plantations

45 Science and technology

- 1.2 1 Speaker 1: electricity Speaker 2: penicillin/antibiotics Speaker 3: the microchip
 - 2 Speaker 1: Without electricity many other important modern inventions would never have happened.

 Speaker 2: Penicillin has saved many lives. These people have gone on to contribute to progress.
 - **Speaker 3:** The microchip is central to every digital device on the planet.
- 1.3 1 medical advances 2 modern life 3 countless lives 4 life expectancy 5 nervous system 6 scientific breakthroughs
- 1.4 2e 3i 4c 5b 6h 7g 8j 9d 10a
- 1.5 1 spine 2 tribes; volcano 3 variation; species 4 comet; atmosphere
- 1.6 1 proved certain rather than possible 2 contradict only a definite statement can be disproved 3 drawback is negative so does not contribute anything 4 experiment to experiment is to research 5 affected over time rather than suddenly 6 prediction happens before an experiment
- 2.1 Possible answers climate change: development of new clean sources of energy disappearance of fossil fuels: the development of new bio-fuels food shortages: development of new high-yield crops resistant to disease and pests diseases: discovery of new drugs and improved detection methods water shortages: rain harvesting and new efficient desalination techniques
- 2.2 Battery technology is primitive and has not kept up with other technological developments.
- 2.3 2 manufacturers 3 range 4 conditions 5 maintain 6 tank7 overcome 8 life 9 obstacle 10 resources 11 models12 emissions
- 2.4 1 gas emissions 2 petrol tank 3 family car 4 motor manufacturers 5 oil resources 6 diesel engines
- 2.5 2 taking on 3 taken over 4 took me through 5 take up 6 taken me off 7 take in

Exam practice: Writing Part 2 - A letter

A model answer to this question can be found at www. cambridge.org/grammarvocabadvanced

Recording scripts

Unit 1

Recording 02

Presenter: And our next caller is Karen. Karen, what's your

experience of public transport?

Karen: Yes, hello, Gary. Well, I commuted to London for

over ten years. I caught the train every morning at 7.15 to get to work for nine o'clock, and I wouldn't get home until about seven o'clock in the evening. And frankly it was a terrible period of my life, really stressful, mainly because of the unreliability of the train service. I was forever arriving late for work. One day I was travelling home when the train broke down and I eventually got back at midnight. Of course, I had to go to work the next day, so off I went for my 7.15 train. I'd been waiting over an hour when they announced that the train was cancelled. That really was the end for me. I arranged with my employer to work at home and I've been working at home happily for the last five years. Of course it

a moment.

Presenter: Thanks for that, Karen. Can you just stay on the

line? I'm hoping we've got Liam on the line. Liam,

meant a big salary cut, but I haven't regretted it for

are you there?

Liam: Yes, I'm here, Gary.

Presenter: Great. And what point do you want to make? Liam: Well, I just wanted to say that my experience is

similar to your last caller, although I'm a newcomer to commuting by public transport. I've just sold my car and now I go to work by bus. I'd owned a car ever since I left college, but I wanted to do my bit to cut down on pollution. But I have to confess that I'm regretting it already. I've arrived late for work twice this week because the bus hasn't turned up on time. It's got so bad that I'm now thinking of buying a motorbike. It'll cause less pollution than a

car, and be more reliable than public transport. **Presenter:** Well, it sounds like you're another dissatisfied customer, Liam. But we've also got Sahar on the line, and I think she's more positive. Sahar, are you there?

Sahar: I am, Gary, good afternoon.

Presenter: Hello, Sahar, what do you want to tell us? Sahar:

Well, I'd like to put in a good word for train travel. I'm working at home while our office block is being renovated, and while I'm appreciating being able to get up later than usual, I really miss my daily commute. You get to know the people you travel with every day. I remember one day I dropped my purse while I was getting off the train. Another passenger picked it up, found my address in it, and brought it round to my house later that evening.

Another time, I'd been working really hard and went

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to sleep and missed my station. One of the other passengers was getting off at the next station and she had her car parked there. She woke me up and offered me a lift back to my home. I'd spoken to her only a couple of times before then, but now she's a really good friend. You meet a lot of nice people, and become a part of the travelling community.

Thanks, Sahar. That's a side of commuting we don't Presenter: often hear about. Now, somebody else who sees the

good side of train journeys - Luka. Are you there,

Luka: Yes, indeed. Actually, I'm phoning from the train on

my way home from work.

Presenter: And are you having a good journey?

Luka:

Yes, it's been fine. But then I love trains. I've enjoyed travelling by train ever since I was young. I admit that it can be frustrating at times. There are delays and cancellations, and there are minor irritations like poor mobile phone reception – I've been trying to phone in to your programme for the last half hour, in fact - but I catch the 7.05 at the station near my home every morning, and still find there's something quite magical about stepping on to the train. And there are clear advantages over driving, apart from the lack of stress. I reckon that over the years I've saved a huge amount of money by using public transport. I've never really considered buying a car. You can also get a lot of work done. On the train yesterday morning, for example, I'd read a couple of reports and prepared for an important meeting before I even got to work. Admittedly, I'm quite lucky. The train company I travel with have invested a lot of money recently. They've bought new trains and have really improved the service.

Karen:

Presenter: Karen, were you wanting to say something? Karen:

Yes, I just wanted to pick up Luka's point that travelling by train is less stressful than driving. Public transport can be stressful, too, when trains don't turn up or are delayed. What's less stressful is working at home. At eight o'clock I'm usually having a leisurely breakfast when most people are in their cars or on the train. Yesterday, I'd finished all my work by 2.30, so I drove to the local pool for a swim and today I've been working hard all day, so now I've got time to relax by listening to the radio for a while. Much better than the stress of commuting.

Presenter: You're very lucky, Karen. We've got another caller

on the line ...

Unit 2

Recording 03

Kellv: You must be really looking forward to going to

America. When are you actually leaving?

I'm flying on the 15th July. I'm spending a few days Jessica:

> sightseeing in New York, and then I arrive in Los Angeles on the 20th. Lectures start on the 27th July.

Kelly: Sounds great. And what about accommodation?

Jessica: Well, first I'm going to stay with Daniel and Susanna,

some friends of my parents.

Kelly: You're not staying with them the whole time you're

there, are you?

Jessica: No, I'll be looking for my own place. But I'm really

> pleased they'll be around. It'll be good to know I can contact them in case I have any problems. They're meeting me at the airport, too. Mind you, I haven't seen them for years. They'll have forgotten what I

look like.

Kellv: And what about the course?

It looks really interesting. They sent me a reading list, Jessica:

> but of course I haven't got round to opening any of the books yet. So it's going to take a long time to catch up. I'll be studying really hard during the semesters so that I don't have to do much work in the vacations.

Kelly: And when does the first semester end?

Jessica: The 7th December. Then I'm going to San Francisco

for a week. I've always wanted to see the Golden Gate Bridge. I'm going to fly up there if it's not too

Kelly: Do you know when you'll be back in Los Angeles? lessica:

Probably mid-December. So you can come any time

after that.

Kelly: I'm so looking forward to it. I've always wanted to go to the States. I was going to see my aunt in Seattle a

couple of years ago, but I cancelled the trip because

she got ill.

Will you stop over anywhere on the way out? Maybe Jessica:

New York or Chicago?

Kelly: I haven't really thought about it. But I've only got three

weeks, so I think I'll fly directly to Los Angeles.

Jessica: Fine. And I'll meet you at the airport, of course. By the

time you come I'm sure I'll have got to know LA really

well, so I'll be able to show you all the sights. Yes, I suppose you will. When I come to see you, you'll

have been living in California for nearly six months.

Jessica: Hard to imagine, isn't it? After Los Angeles, I thought

> we could go down to a place called Huntington Beach. If you bring your tent, we'll camp there for a few days. The weather will still be quite warm, even in

the winter.

Kelly: Isn't it your birthday around then?

lessica: That's right. I'll be 21 on the 2nd January.

Well, that'll be a really good way to celebrate. Kelly:

Jessica: The best! I'll need to get back to Los Angeles for when

the second semester starts. But you'll be staying

longer, won't you?

Kellv: That's right. I don't have to be back in England until later.

Jessica: Well, why don't you go to the Grand Canyon? It's

supposed to be spectacular.

Kellv: Yeah, I might think about that. Anyway, as soon as I

book my tickets. I'll let vou know.

Jessica: OK. We can sort out the details closer to the time.

Kelly: Fine. Look, it's nearly two o'clock. If I don't go now, I'm

going to be late for my next lecture. I'll text you.

Jessica: Yeah, see you.

Unit 3

Recording 04

Presenter: And now on Radio Nation, it's 8.30 and here's a

summary of the latest news. Air passengers could be hit badly today as cabin crews stay at home in the latest in a series of one-day strikes. The major airlines are warning that up to 100,000 people may experience delays. The managing director of Travel

Air, David Wade, had this warning to the unions.

David: I'm sure I don't need to spell out the chaos being caused in the airline industry as a result of these

strikes, and I would like to apologise to all our customers. However, the cabin staff must accept the

new working conditions if the airline is to compete, and the management has no choice but to stand

firm on this issue.

Presenter: But he didn't have to wait long for a response.

A union spokesperson said: 'I can't believe Mr Wade is being so confrontational. We will not be bullied by management. Eventually, the airlines will have to return to the negotiating table.' Up to 200 teachers and pupils had to be evacuated

from Northfield Primary School in South Wales today after a fire broke out in an adjacent building. Although firefighters were able to bring the fire

under control fairly quickly, they couldn't prevent the fire damaging the school's sports centre. The headteacher said it might be a number of months

before the sports centre is back in operation, although the school itself should be able to reopen early next week. The new Borland Bridge,

connecting the island to the mainland, was officially opened today by the Transport Minister. However,

it's been in operation for a few weeks already and has received a mixed reception from islanders. From

Borland, here's our reporter, Anna Curtis. Anna: Yes, the new bridge has stirred up a lot of strong

emotion on Borland, and I'm here to gather the views of some of the island's residents. Excuse me,

what do you think of the new bridge?

Kelly:

Resident 1: I think it will be of great benefit to the island. We used to be terribly isolated here because the ferry service was so bad. It's only a short distance, but the crossing would take over an hour, at least. It could

> be a very rough journey, too. Many passengers would get seasick during the crossing.

Excuse me. I'm asking people about the effects of the new bridge. They reckon that tourism on the island is set to expand ...

Resident 2: Is that such a good thing? There are already far too

Anna:

many cars and people. We'll also get wealthy people from the mainland who can afford second homes. That will push up house prices and islanders won't be able to buy properties. That can't be right, surely? There ought to be restrictions on the number of

people moving here.

Anna: It's certainly true that the bridge is going to have a major impact on the way of life of the people here over the next few years. But whether that will be a

positive or negative effect, only time will tell.

Presenter: Following her report on the high levels of

obesity among children, the government's chief health adviser. Professor Carmen Brady, has said that schools have to play a more active role in encouraging children to take up sports. She has also

criticised parents.

Carmen: Parents needn't be very interested in sport

> themselves – but they should give their children whatever encouragement they can. While we were gathering information for our report, we found that some parents will actually discourage their children from taking up a sport on the basis that they might get distracted from their academic studies. This negative attitude to sport mustn't be allowed to

> continue – not if we are to get on top of the obesity

crisis facing the country.

Presenter: And finally the weather. Well, if you're in the south

of the country, you shouldn't be troubled by any rain today. It will be warm, sunny and dry, with temperatures up to 22 degrees Celsius. However, in the north you're likely to see an occasional shower, with maximum temperatures of around 15 degrees.

Radio Nation news ...

Recording 05

Announcer: Exam practice, Listening Part 1.

You will hear three different extracts. For questions 1-6, choose the answer (A, B or C) which fits best according to what you hear. There are two

questions for each extract.

Announcer: Extract one.

You hear two people on a radio programme discussing music education for children.

Research shows that the optimum time to start Man: music education is between the ages of three

and four. As well as improving manual dexterity and concentration, it seems that it may help emotional development, too. And starting young on understanding musical notation lays down an excellent foundation for later on. The piano is the instrument that many parents want their children to start learning, and I think three years old is the right time to start.

Woman:

Starting early is vital, but less demanding instruments would be my choice, things like the recorder or a half-size guitar. Personally, I don't think the piano is the best instrument to start with so early. Children have to show the mental, physical and emotional readiness to learn an instrument like the piano, which obviously takes a lot of effort and commitment. In my experience very few children under six are able to take on

that kind of challenge.

Well. I think children of that age can learn to play Man: simple tunes on the piano and they soon progress

to more complicated pieces if they can read

But a rather academic approach will turn children Woman:

off for life if they're not ready for it. Enjoyment

has got to be the priority.

Man: Well, enjoyment is certainly important, but ...

[repeat]

Announcer: Extract two.

You hear part of an interview with a rock climber

called Ben.

Interviewer: So, Ben, you're well known in the climbing world

as a bit of a loner; you prefer climbing without

other people. Is that true?

Ben: Well, to some extent. I've always talked to other

> climbers about the technical side of things - training, equipment, and things like that. But at the end of the day you've got to learn independently, through trial and error. If you're climbing in a group, you'll always compare yourself to others, and that doesn't always help you to improve. It's good to admire other climbers, but different things work best for

different people.

Interviewer: So, you never climb with other people?

Ben: As far as possible, I climb alone, but occasionally

I look to others for support. When I was younger, I used to do most of my climbing during the summer holidays, and I haven't done much winter climbing. So I still feel out of my depth climbing alone on rock faces covered in ice. When it's dangerous like that, you need people who've been brought up with it. It's good to have people around to advise you on what's a safe manoeuvre to make in the circumstances.

[repeat]

Announcer: Extract three.

You hear part of an interview with a restaurant

critic called Amanda Downing.

Interviewer: You're such a household name, it must be

terrifying for staff when you go into a restaurant.

How do they react?

It's true that a lot of people know me, at least in the restaurant world, so I always eat with a friend

and they'll make the booking. Often, though, I get recognised and when that happens, it's inevitable, I suppose, that they take a bit more care over serving the food and some seem a bit nervous. I've never been given a complimentary meal, though, or anything like that. That would be just too obvious, and of course it could be considered

unethical to accept a gift like that.

Amanda: A good restaurant is one where the management

and waiting staff have given some thought to why their customers are there. Most restaurant owners believe that the main reason people go to restaurants is for the food, but that's completely wrong. The main reason people go to restaurants is to have a good time, not because they're hungry. So there might be a big difference between the priorities of a restaurant and the priorities of diners. For example, one thing that a restaurant gets judged on is the quality of service. What restaurant owners think is good is service that is efficient, but what customers have as their priority is friendly service.

[repeat]

Unit 4

Recording 06

Police Officer 1: So, how on earth did they manage to get in?

There's no sign of a forced entry.

Police Officer 2: Well, I suppose they could have got in

through a window up on the fourth floor.

Police Officer 1: But no one would have dared climb up the

outside of the building. Anybody trying to do that would have been seen from the street below. You don't think they would have been able to jump from the block across the road,

do vou?

Police Officer 2: No, it's much too far. Of course, there's

always the fire escape around the back of the building. They could have climbed up there reasonably easily, and after that they might have been lowered by rope from the roof. If that was the case, people living in the block of flats behind the museum might have seen

something, so we need to talk to them.

Police Officer 1: Right, but we needn't interview everyone in the block, just the people who have windows

facing the museum. I'll arrange that.

Police Officer 2: If it wasn't a window, the only other

possibility is that they went in through the front door. Perhaps they forced the lock, but the door didn't appear to be damaged at all.

Police Officer 1: And the entry code is supposed to be known only by the security guard.

Police Officer 2: So someone else must have opened the door from the inside.

Police Officer 1: Only the security guard was allowed to stay in the museum after it closed. Do you think they somehow persuaded him to let them in? Maybe they just knocked on the front door

and he opened it.

Police Officer 2: He surely wouldn't have done something as stupid as that. Do you think he might have been expecting them and that he was part of

the gang?

Police Officer 1: But then why would they have attacked him?

Police Officer 2: I don't know, but we'd better find out all we can about that guard as soon as possible.

Now, who was it that raised the alarm?

Police Officer 1: It was the head cleaner, who went into the building early this morning. He must have to

know the entry code, too.

Police Officer 2: Yes, maybe. He says the front door was unlocked when he got here. But he claims he

didn't see anything else unusual until he got to the fourth floor. But of course, he might

be lying.

Police Officer 1: Yes, he must know that he ought to have

called the police as soon as he found the door open. I wonder why he didn't. I think we should talk to him again. I suppose he could be hiding some information from us, and he might be prepared to tell us more if we put a

bit of pressure on him.

Police Officer 2: The other puzzling thing is how they took the paintings away. Apparently, they're very big,

so the robbers must have had to bring a van around to the front of the building.

Police Officer 1: The driver must have been waiting nearby

and drove up when they'd got the paintings. They could have loaded the paintings up very quickly, and might have driven straight to a port or airport. Anyway, the forensic team should have finished examining the building by now. Once they've done that, I think we should go and look around for ourselves ...

Amanda:

Interviewer: And what makes a good restaurant?

Unit 5

Recording 07

Interviewer: Right, perhaps you could tell me something

about how you got interested in environmental science, and what experience you have in the

Nazim: Well, I've always been fascinated by plants and

animals, and then last year a friend of mine. Mike Proctor, invited me to Brazil. He's the head of a project there run by a European charity. The charity's aim is to help groups of villagers set up their own schools and medical centres. They also encourage sustainable agriculture and the setting up of businesses to sell local handicrafts. Anyway, it was during my stay that I really began to understand the impact of climate change. I want to learn more about this and more generally how decision-making on environmental issues in one part of the world can affect the lives of

individuals elsewhere.

Interviewer: You say you 'began to understand the impact of

> climate change'. Could you give me an example of what you saw in Brazil that influenced you?

Nazim: Yes, of course. We've all heard about the

destruction of the rainforest, and I was able to see examples of that. But also, people don't realise that the climate in the region is changing, and that the speed of change is frightening. There's been a drought there for a number of months, and river levels are low. I had direct experience of this when I travelled with Mike. Having responsibility for the whole project in the area

pretty remote areas. Sometimes we had to go by boat to get to some of the villages, and we had to carry the boat because there wasn't enough

means that his job involves travelling to some

water in the river.

Interviewer: And is this change affecting the lives of local

people?

Nazim: A huge amount. The main problem has been

the effect of the drought on food supplies. The majority of people there are farmers, and all of them have lost animals and crops. The charity's project has been a success so far, in that levels of income from the sale of handicrafts have increased. But, of course, financial success isn't everything. It's hard to imagine a future without

farming in an area like that.

Interviewer: Your trip to Brazil sounds like an amazing

experience. And since you've been back, have you done anything to develop your interest in the

area?

Nazim: Yes, I've read a book about energy conservation

> and how this might slow down climate change. And I was particularly interested in how the Netherlands has begun to tackle the problem. The government has introduced some really interesting projects on energy-saving in cities the use of low-energy light bulbs to reduce the consumption of lighting energy, better insulation for homes, and things like that. There's also a massive recycling scheme, which is saving an enormous amount of waste. What's needed now. though, is to expand work like this across the world.

Interviewer: And what are your plans for the future? What do

you want to do after you've left college?

Nazim: Actually, I'd like to go into politics. We've

> got, somehow, to persuade governments in developed countries to change their priorities. For example, even if just a small percentage of the money spent on the arms trade could go into tackling climate change, I'm sure we could make a

difference.

Interviewer: And you think that as a politician, you'd be able

to do this?

Nazim: I'd certainly like to try.

Interviewer: Before we finish, have you got any questions

about the course here at the college?

Nazim: I've noticed that statistics is included in the

course. I'm a bit concerned about that.

Interviewer: I wouldn't worry about it. You'd be able to get by

with a reasonable knowledge of maths.

Nazim: That's very reassuring. I also wanted to ask about

the field trip for second-year students.

Interviewer: OK. Second-year students go to Nepal in

June, looking at the ecology of mountain

environments.

Nazim: That sounds like a fantastic opportunity.

Unit 6

Recording 08

Announcer: Speaker one.

Speaker 1: I took up running a couple of years ago. Until

> then. I did a bit of sport at school, but I didn't do much outside school at all. In fact, I suppose I didn't have many interests – except playing computer games. Then I went to watch my uncle in a 5k fun run - it was to raise money for charity. I thought the whole event was brilliant and every runner there seemed to be enjoying it. There was another fun run later in the year and I signed up for a laugh. I didn't do any proper training for it, just a bit of jogging around the park after school,

so I was really surprised when I managed to run all the way. Now I run nearly every day and I get a lot of satisfaction out of it. My friends all think I'm crazy. None of them like the thought of running long distances. I think about all kinds of stuff when I'm running, and I know it's really good for my heart and lungs. Sure, some people get running injuries, but I've been lucky - I've had none so far.

Speaker 2:

Announcer: Speaker two.

I'd never really thought about exercise and keeping fit until a couple of years ago. My boyfriend and I were in town late and we had to run to catch the last bus home – just a couple of hundred metres. By the time we got to the bus stop, both of us were completely exhausted! On the way home we started talking. Neither of us did any exercise and I didn't do much with my free time – just reading magazines and eating biscuits! By the time we got home, we'd each decided to take up a different activity for six months and see who could lose the most weight. My boyfriend joined a gym, and I started running in the local park – just a few hundred metres at first, and gradually building up. Now I run a few kilometres each day. Of course, that takes up quite a lot of time and my boyfriend moans about that sometimes. But after I've been sitting at my computer all day I can't wait to go out for a run. We certainly both got a lot fitter and I've lost a lot of weight. Not all the effects are positive, of course – I've had a few problems with sore knees and sprained ankles. I suppose all exercise carries some risks, but there isn't much evidence that running causes major problems if you warm up carefully and have good footwear. It's one of the few sports where no special equipment's needed - just a pair of running shoes.

Announcer: Speaker three. Speaker 3:

I had three older brothers and I think they could all have been Olympic athletes if they'd had the opportunity. So it was quite natural that I would go out running with them. I think I started at about the age of 10, and I've been running regularly all my life. Now that I'm getting older I go out running every couple of days, but if the weather's bad I might go all week without a run. I certainly go out a lot less during the winter. Well, who would want to go running on a horrible rainy day? Inevitably, you get a few injuries, too - everyone gets aching muscles after a long run, and I used to get back pain occasionally. But surprisingly, I seem to have fewer injuries now

than when I was younger. Maybe it's because I run more slowly! Actually, I feel a lot healthier. and I even sleep a little better after I've been out running. But I think the best thing for me is the social contact. We've got a running club in our village – I moved here when I retired – and before I joined the club I had very few friends who lived nearby. Now, many of my closest friends are the runners in the club. Next spring we're all going to Madrid to run in a marathon for over 60s only. Of course, we know that not all of us will finish. but you can be sure that every one of us will have a really good time. My aim is to complete the course and do it in less than six hours. But I know it won't be easy!

Recording 09

Announcer: Exam practice, Listening Part 2.

You will hear a woman called Janet Naylor talking about her experience as a volunteer in Tanzania. For questions 1–8, complete the sentences with a word or short phrase.

lanet:

Earlier this year I fulfilled a lifelong ambition of mine by working for three months as a volunteer in an African country. I'm in my late 50s now and I don't have the commitments that have previously held me back, like bringing up small children. I've worked in marketing for much of my life, and I wanted to use the skills I have to help out in a small way. I applied to do voluntary work a couple of years ago, but it wasn't until about a year later that a suitable scheme came up and I was asked to go. The reaction of my friends to the news was very interesting. The majority of them told me how impressed they were, and a lot said that given the opportunity they'd like to do something similar - although I must say that some of them were not so keen when I told them later about how basic the conditions were. But a few clearly disapproved of what I was doing. They argued that I was patronising Africans by intervening and telling them how to run their lives. But I saw it rather differently. It's true that in an ideal world, development schemes should be set up by the communities themselves that they're going to benefit. But sometimes local people don't yet have the necessary skills to make them effective, and need some kind of outside, expert support such as international agencies. And that's where I came in. I was an adviser to a scheme based in a village of about 200 people in Tanzania. It involved building concrete tanks to capture water during the wet season with the aim of reducing the problem of drought during the rest of the year. With better irrigation would come more

reliable crops, so that the villagers wouldn't be so dependent on international aid. The problems there were getting really serious. There had hardly been any rain in the area for the previous three or four years. The whole region was on the brink of starvation and handouts from charities were the only thing that kept people alive. The scheme had been underway for less than a year when I arrived, and my brief was to suggest ways in which the villagers could market any agricultural production that was surplus to their own requirements – any food that they didn't need themselves. I've heard now that the village is making money from its crops by selling them in other parts of Tanzania and even exporting some produce, and it's built a primary school and a small health centre. It's very gratifying to know that the scheme has completely transformed its prospects, and the village is now well on its way to becoming a thriving community.

Announcer: Now listen to Part 2 again.

Unit 7

Recording 10

David:

Interviewer: In the studio today we have the novelist David

Bardreth, whose most recent book, A Woman Alone, was published last week. Welcome to the

programme, David. Thanks for inviting me.

Interviewer: Now, David, you came relatively late to writing,

David: Well, I suppose I'd always been a writer - poems,

> short stories, and so on - but only my close family had read anything I'd written until I had

my first novel published in my early 40s. And how did you feel about that?

Interviewer: David: Oh, it felt fantastic having my first book

published.

Interviewer: At that time you were a primary school teacher in your native Scotland. At what stage did you

leave teaching?

David: Until my third novel was published, I was happy

> to teach during the day and write in the evening and at weekends. But I found that there wasn't enough time to do both as well as I wanted to, so I left teaching and I started writing professionally. Some of my close friends thought I was mad to give up my job, and I was greatly relieved that my

subsequent books sold quite well. Interviewer: So, no regrets about leaving teaching?

David: Oh, it was the most difficult decision imaginable!

I'd worked at the same school for about 15 years, and I felt bad leaving the children and also some

very close colleagues and friends. But I still live near the school and I go back on every possible

occasion.

Interviewer: Tell us something about the process of your

writing. How carefully do you outline the story at

the very beginning?

David: Before I start writing I always know how a book is going to end, although I rarely have a clear idea at

the beginning of how the characters will develop. As I write, gradually they grow into real people in my own mind. But sometimes even I'm surprised

at how they turn out!

Interviewer: And what about your daily work routine? David:

I suppose I'm fairly disciplined in my writing. I'm generally up at about 7.00 in the morning, and I usually start work by about eight o'clock. I work upstairs - we've converted our attic into a study. In the early stages of a new book I'll often go to the city library in the afternoon to do some research.

Interviewer: You don't use the Internet?

David: As a rule I prefer finding information from books,

and I only turn to the Internet as a last resort. Let's go on now to your latest novel. A Woman

Interviewer: Alone. I was surprised to find it set in Norway.

David: Yes, I finished my previous book last January. I'd been feeling really tired, and I was aware that I

needed rest and a source of fresh ideas. I taught English in Sweden after I left university - and I still speak Swedish quite well – but I hadn't been to Norway before. There are a lot of historical links between Norway and the north of Scotland, so I decided to spend some weeks there. Some of the geographical settings used in A Woman Alone are based on places I visited while I was travelling

around.

Interviewer: And A Woman Alone seems to be more personal

than many of your other works.

David: I'd already decided that I wanted to write about

> a single-parent family. As you may know, my sister and I were brought up by my mother on her own. The mother in the story, Elsa, is very protective of her children, as was my own mother, but although they have certain common characteristics, Elsa is not really modelled on my mother. Elsa is quite a dominant figure and a woman susceptible to periods of depression, whereas my mother was a rather gentle woman

and always calm.

Interviewer: And when you're researching and writing books,

> do you have time to read other people's novels? I do, yes. One novelist I greatly admire is William Boyd. He writes simply, but with great control of language. I've just finished his excellent novel,

Restless. It's a quite remarkable story.

David:

Interviewer: I'll certainly add that to my list of books to read.

And what about your present writing project?

What are you working on now?

David: Well, I don't know if I can tell you yet! I'm still

sketching out the plot, so it's very much in the

early stages.

I know there'll be a lot of people waiting eagerly Interviewer:

to get hold of it ... David Bardreth, thank you for

talking to us.

David: My pleasure.

Unit 8

Recording 11

Alice: Hi everyone!

Rvan / Luke / Kathy: Hi / How are you doing? / Hi, Alice.

Listen, we need to make a decision about our holiday. If Alice: we don't decide soon, it'll be too late to get anywhere

to stay. It's got to be Corfu, hasn't it?

I'm not sure how we'd get there. Ryan:

Luke: Well, my brother went there last year. He flew to Rome,

then took a train to Brindisi, and then had to get a boat.

Kathy: No, it's not as difficult as that. We could fly from

London to Athens and then take a flight from there to Corfu. It takes about six hours. I've had a look on the Internet and it looks like there's a flight that leaves London at about ten in the morning. But we need to book soon. The longer we leave it, the more expensive

it's going to be.

But obviously it would be much easier getting to Ryan:

Athens - there's lots of flights and we wouldn't have

to change.

Then what about somewhere to stay? Aren't hotels Luke:

supposed to be pretty expensive in Corfu?

Alice: Well, I've found three that seem possible. I've printed off the details here. They all look pretty good, and

they're right next to the best beach on the island.

Luke: Which one's cheapest?

Alice: Er ... this one here. 60 euros a night for a double room. Luke:

Well, accommodation would be cheaper in Athens, I think. It says in my guidebook that there are reasonable hotel rooms for as little as 40 euros a night. There's one here recommended. It's a bit far from the city centre, but it's on the metro, so it's easy enough to get into the

centre from there.

Kathy: It wouldn't be as nice as being able to look out over a beach ... What worries me is what we'd do in Athens

for a couple of weeks.

Look, Athens is one of the oldest cities in the world. Ryan: There's lots of museums, and then there's the Acropolis

with the Parthenon.

Kathy: I remember going to Rome with my parents once. We spent the whole time looking at museums and art

galleries, and it was the most boring holiday I've ever had.

Alice: Yeah, I think it'd be more fun to go to Corfu. I much prefer lying on a beach to walking around art galleries all day. And it would be more peaceful than being in a city. I want to come home more relaxed and healthier

... not unhealthier than when I went away!

Kathy: Yes, I'd prefer to go to an island, too, although I don't want to lie on the beach all day. Maybe we could hire a

car and explore the island a bit.

Alice: Yeah, we want to see as much as possible, and a car would be the easiest way of getting around. It's probably not as unspoilt as some of the other Greek islands, but it's still supposed to be a really beautiful place, so we'll want to see as much as we can. What about the weather in August? I know we all want to see some sunshine, but isn't Athens supposed to be incredibly hot in August? I've heard that it gets so hot that a lot of people leave the city to find somewhere

cooler.

Rvan: No. my friend Mark used to work there as an English teacher, and he reckons the heat is nowhere near as bad as people say. Anyway, isn't Corfu likely to be as hot as Athens at that time of the year?

I think you get the breezes off the sea ... Alice:

Unit 9

Recording 12

First, let me introduce myself. I'm Dr Lynn Jones, and I'll be taking you for the first five lectures in this course on firstlanguage learning. I'd like to begin today's session by highlighting some of the main areas that I'll be covering with you. From the moment they wake up, infants are keen to interact and communicate with others. This interaction may not, of course, be with people. Early morning sounds from a child's bedroom may be them babbling to themselves, or speech as a child speaks to their toys. I recently bought my two-year-old daughter a cuddly elephant, and it has become the 'person' she talks to each morning lying in bed. And as my three-year-old dresses herself, she likes to talk to each item of clothing: 'Red jumper, your turn So the first lecture will be about what I call 'private' conversations. Of course, a child's parents are usually their most important focus of interaction, and in the second session we'll be exploring the part that parents play in very early communication. The first stage of interactive play might be a child giving a toy to their mother or offering her some food. And even before they can use words, infants employ their faces, bodies and sounds to communicate what they want. A hand outstretched to a toy could mean 'Give it to me', or a broken toy handed to a parent with an 'Aaa' might mean 'Mend this for me'. Parents encourage this kind of interaction by, for example, hiding an object behind them and asking 'Where's it gone?'. At first, infants point, and then later verbalise a response. The importance of infants listening to adults speaking for the development of their own language cannot be overestimated.

Many parents play 'follow the instructions' games with their children when they first become mobile, saying things like 'Go to the toybox and find the car for me' or 'Fetch me your hat', although as the parents of older children will know, the novelty for children of following instructions soon wears off! Reading stories for young children is a similarly important part of this process of listening and understanding. But even when children are not being actively encouraged to listen, they will be seeking to make sense of the language they hear. When children appear to be busying themselves with their toys, or applying themselves to painting a picture, they will be absorbing the speech they hear around them and often copying what they hear in their own speech. So the third area we'll be looking at is the relationship between listening and the development of speech. Interactions between infants will often copy parental speech and behaviour. Two small children at a nursery school might hug each other when they meet each morning, because that's what parents do to the children when they are collected from school. Most parents at some time hear their child say something and ask themselves the question: 'Did they copy that from us?'. Of course, it is very difficult to assess exactly the extent of parental influence. Take, for example, the area of conflict. It is not uncommon to see in a nursery school two small children playing with each other peacefully one moment, but they might be hitting each other the next. If their language is more developed, they might each blame the other for a broken toy or a spilt drink. While these would be uncharacteristic of normal adult interaction, perhaps the conflicts between parents witnessed by small children somehow are mimicked in these arguments. A fourth area, then, will be the extent to which patterns of communication are copied. A final subject I will examine during the course is that of problems in language acquisition. We might consider first-language learning natural, a normal process that everyone goes through, and Dr Jackman will be describing this process to you in detail in later talks. However, a significant number of children either acquire language more slowly than the usual rate, or never reach an average level of language proficiency. This topic will obviously be of particular importance to those of you who are going on to work with children with learning difficulties, or as speech therapists. So, first of all then, let's look at the private conversations that infants engage in ...

Unit 10

Recording 13

Simon:

Presenter: Hello. All you regular listeners to Traveller's World

will know that our intrepid reporters are sent around the globe, coming back with stories of marvellous times spent in exotic locations. In today's programme, however, we begin with a trip that had a nightmare start - just to reassure you that even professional travellers can get it wrong.

So, Simon Richer, tell us your sorry tale. Hello, Jackie. Yes, my assignment was to visit the beautiful island of Lombok in Indonesia. I was supposed to have been flying from London to Singapore and then from Singapore to Mataram in Lombok. I arranged for a taxi to collect me from home in good time, but it eventually turned up an hour late.

Presenter: So you were late to the airport.

Simon: Got there just as they were closing the check-in

desk. I handed over my suitcase but then, to my horror, I found I didn't have my passport! I'd been so anxious to get into the taxi that I'd forgotten to pick

Presenter: How very unprofessional of you!

Simon: I know. In 25 years of air travel, that's the first time

it's ever happened to me. So back home I went to get it, and then off to plead with the airline. Eventually, they found me an alternative flight a day later. It meant flying to Bali and then taking a ferry to Lombok, but I decided to go ahead. The journey went very smoothly until we got to Lombok. Apparently, there'd been a fire and we were made to wait outside the harbour for hours, and the sea was

verv rough ...

Presenter: ... and you were seasick.

Simon: Very! And, of course, because I'd changed my flight,

> I also had to stay in a different hotel. I'd really been looking forward to staying at the Hotel Sanar in Mataram, but I had to make do with a less luxurious

place - no pool, and no TV in my room.

Presenter: And what about Lombok itself?

Simon: Oh, it was beautiful. A number of people had

encouraged me to go to the coral reefs off the northwest coast of the island. I managed to find a friendly taxi driver called Arun to take me and wait for me there. Now, when I was younger I used to hate swimming in the sea. But I went snorkelling for the first time just last year and loved it, so I couldn't wait to have another go. The coral was just a few

metres off the beach, so it was quite safe ...

Presenter: Until ... ? What happened?

Simon: Well ... I'd been swimming for a few minutes. The

> coral was fantastic - some of the best I've seen. And then all of a sudden there was this huge jellyfish in front of me, and I couldn't get out of the way. As it swam past I felt it stinging me across the stomach. I started screaming - it was incredibly painful and headed back to the beach. Fortunately, there was a small settlement nearby and some of the villagers helped carry me back to my taxi. Arun was fantastic. He took me to the local clinic and the doctors were excellent. I really appreciated them looking after me so well. It was sore for a few days, though, and I was told to take things easy.

Presenter: So how did you spend the rest of your time there?

Simon: Well, Arun really took care of me. The next day

we went on to drive towards Mount Riniani, the highest mountain in Lombok. The mountain's thought by some to have been created by the god Batara. According to tradition, he created light and the Earth and still lives in Rinjani. And as we stopped to admire the amazing sunset, it was almost possible to believe it. I really regret not having taken my camera with me.

Presenter: No camera?

Ah, no. That was another of my disasters. I'd picked Simon:

up my passport, but then I'd left my camera. I tried using the camera in my mobile phone, but the

quality was pretty poor.

Presenter: And what about the people in Lombok? Simon:

Arun's family lived close to the mountain. I was really interested in seeing what it was like in a traditional Lombok family and he invited me to stay with them. Very soon I came to realise that the Lombok people are very kind and hospitable. It wasn't long before I was beginning to feel quite at home there. Arun's family are Sasak, who make up about 80% of the population. The Sasaks are thought to have originally come to Lombok from

India or Burma.

Presenter: So the trip actually ended quite positively? Simon:

Absolutely! I considered staying for a few more days, but I didn't have time. But I really hope to go back in the next few years. The island obviously wants to encourage tourism to boost the economy, but I'd love to think that it could avoid a huge expansion

in visitors.

Presenter: Thank you, Simon.

Unit 11

Recording 14

The story of radio probably begins with Heinrich Hertz, who was the first to produce radio waves in a laboratory. He devised an experiment in which a spark jumped across a gap in a metal ring when a sparking coil was held a few metres away. The model that you can see in Case 1 shows how this works. For most people, however, it is the Italian Guglielmo Marconi whose name is mainly associated with the development of radio. Before Marconi's breakthrough, it was possible only to send electrical messages, or 'telegraphs', along fixed wires. This obviously greatly restricted the places to which telegraphs could be sent. Marconi's goal was to find a system where telegraphic messages could be transmitted without the need for the connecting wires that were used in the electric telegraph. For some time he was only able to transmit signals over a few hundred metres, and there were many people who doubted Marconi would ever succeed. The first public demonstration of the power of radio came in 1901, when Marconi announced that he had received

a transmission from across the Atlantic. The old photograph that you can see ahead of you shows Marconi at Signal Hill in St. John's, Newfoundland, where this first transmission was received. Soon after, Marconi opened a 'wireless telegraph' factory in England, which employed around 50 people. There are just a few of the 'wireless telegraphs' that the factory produced left in the world, an example of which you can see in Case 2. These early radio systems could only be used for Morse code, in which each letter of the alphabet is represented by a combination of dots and dashes. Radio waves could not carry speech until a method had been developed whereby the lowfrequency waves produced in a microphone could be combined with high-frequency radio waves. The invention that made this possible was the vacuum tube or thermionic valve. You can see examples of these in Case 3. In several countries, radios became the main means of communication during the 1930s and 1940s. The next photograph shows a family gathered around the radio in the mid-1930s. Radio entertainers, many of whom became household names, were highly paid. In Britain, the popularity of radio increased until 1952, by which time four out of five households owned one. You can probably guess the reason why radio began to lose some of its popularity in the early 1950s - competition from television. Move now to Room 36, where you can find information and displays about the early days of television ...

Unit 12

Recording 15

Interviewer: Photographs of food are all around us, in

advertisements, magazines and cookbooks. Today's guest is Helena Palmer, who has made a highly successful career out of food photography.

Welcome, Helena.

Helena: Thank you.

Interviewer: So how did you become involved in food

photography - was your first interest the food or

the photography?

Helena: Oh, definitely photography first. When I was

> quite young – 10 or 11 – I started using an old camera belonging to my father. I became fascinated with taking shots of people, my friends

and my family in particular.

Interviewer: And were you also interested in the way food was

presented – in restaurants, for example?

Helena: My parents – not having much money – rarely

> took us to restaurants. But my mother was an excellent cook. I used to take shots of her in the kitchen, and also some of the special things that she'd prepare - birthday cakes, and things like

Interviewer: And you left school quite young.

Helena: Yes, I wasn't very gifted academically, so at 16

I left school and went to help out at a local

photographic studio. It was easy to find a photographer wanting to take on an assistant for no pay! For a couple of years I lived at home with my parents, who supported me financially. And I was very lucky that the photographer who took me on taught me a lot. She was really the first person to encourage me to take up food photography. She always let me help out with 'food shoots' - wedding cakes, publicity photos for local restaurants, and so on. Then, when I was 18, there was a major photography competition being held in London and one of the categories was 'Celebrations'. So I entered a portfolio of photographs – just for the experience, I thought. By that time I was getting quite into it.

Interviewer:

And you won.

Helena:

That's right. At that time, I was the youngest person in the competition to win any of the

major categories.

Interviewer:

Now, it's sometimes said that photographing food is the most difficult job for a professional

photographer. Is that really true?

Helena:

It can certainly be very difficult to make it look appetising. Food photography is all done in studios, and the biggest problem is the heat produced by the lights. It can take a very long time to get everything exactly right for a shot, and by that time a chef's carefully prepared salad might look limp or a cream cake becomes a mound of wet sponge.

Interviewer:

So how do you get round that?

Helena:

Well, firstly, the food in photographs used to illustrate cookbooks and magazine articles isn't

always entirely authentic.

Interviewer:

You mean it's made of plastic?

Helena:

Well, some of it, perhaps, but not all of it! If great food could be copied in plastic, I'd be out of a job! We have a number of techniques to help us out. First, a lot of the items in the photograph can be set up early - glasses, cutlery, flowers, perhaps. And then we put in some material to substitute for the food - something with the same size, shape and colour. Often we just make this quickly in the studio from cardboard or any other material available, and paint it.

Interviewer: Personally, I prefer food not made of cardboard! Helena: Don't we all! In the meantime, a food stylist prepares the food to be photographed.

Interviewer: A food stylist!

Helena:

Oh, yes, most professional food photographers employ a food stylist nowadays. As soon as I'm satisfied with the setting, lighting, and so on, we take out the artificial food and put in the real thing. But the food starts to dry out very

quickly. So I generally have with me a spray bottle containing glycerine mixed with water. Glycerine's a liquid, completely colourless, that's often used to sweeten food. It's great for keeping food looking shiny and moist. Another difficulty is that food is sometimes meant to be hot and steaming, but of course by the time we photograph it, it's completely cold. The only thing to do in that case is to create steam from elsewhere. We use cotton wool balls soaked in water and then put in a microwave. These steam nicely for a couple of minutes, and we position them so that it looks like it's the food steaming. Something else I wouldn't be without is a small blowtorch.

Interviewer:

What do you use that for?

Helena:

Hundreds of things – quickly melting butter over vegetables, browning toast ... A technique that might be used in photographing meat is to take a piece of, say, chicken, use the blowtorch for a while so that it's nicely golden brown, and then spray some glycerine on the outside to make it look moist. It looks great in the photo, but it might be raw on the inside.

Helena, it's been fascinating talking to you. Thank Interviewer:

you so much for coming into the studio.

Helena:

Unit 13

Recording 16

Researcher: Thanks to both of you for filling in the

> questionnaire about your diet, and for agreeing to discuss the issues that it raised. First of all, Maria, could you describe your eating habits on a

typical day?

My pleasure.

Maria:

Well, on a typical working day I usually start with a piece of toast and a glass of orange juice. For lunch I generally have a sandwich and a packet of crisps as I'm sitting at my desk. When I get home late I take a ready meal out of the freezer and put it in the microwave. Curries are really good, or

something with noodles. And what about you, Stefan?

Researcher:

Stefan:

Maria:

I'm pretty much the same, actually, although at the weekend I like to make something myself so as not to eat processed food all the time. I'll perhaps roast a chicken, or do a salad.

At the weekend, I'm often with friends and we'll usually go out to eat, seeing that none of us likes

cooking.

Researcher:

OK. Can you tell me how your diet now is different from when you were younger - say,

when you were a teenager?

Maria:

Well, when I was younger, my mother used to

keep an eye on what I ate. She tried very hard to encourage me to eat healthily. I think she made a particular effort, as I was often ill as a child. She also talked to me about the food she made, so that I'd learn about diet and nutrition.

Researcher:

Right. Stefan?

Stefan:

Yes, I suppose because it's so easy to buy ready meals from the supermarket, it makes me quite lazy about cooking, and in that way my diet isn't so good. But in some ways, it's better now, though. If I get hungry, I'll eat some fruit, whereas at school I'd buy a bar of chocolate. I remember once, I was eating some sweets in my bedroom when my mother walked in. I got a long lecture on the dangers of too much sugar.

Researcher:

But overall you feel your diet is less healthy than

it was, say, ten years ago?

Stefan:

Yes, I think that's true, in that I ate more regularly

then and had a more balanced diet.

Researcher:

OK, so what are the main problems you see in your present diet, and what would you most like

to change?

Maria:

Well, for me, I think the biggest problem is breakfast. I don't eat much for breakfast because I'm always in a rush. I know that's not good for me, and I'd like to have something more substantial before I leave home in the morning. But I have to get out by 7.30 in order to catch my bus, so I really don't have time.

Stefan:

My biggest problem is that I tend to snack a lot. When I've had one of those ready meals, I feel hungry by the time I go to bed. So sometimes I get up in the night and have a snack, although I know it's bad for me. I must be eating too much because I've been getting a bit overweight recently. And as I put on weight, it gets more and more difficult to exercise. I was absolutely exhausted when I had to run for the bus yesterday.

Researcher:

Thanks. And what's preventing you from making the changes that you'd like to make in your diet?

Maria:

I suppose time is the big problem. Although I'd like to eat more fresh food, I don't have time to prepare meals in the evenings. And I don't have the opportunity to go shopping while I'm

Stefan:

Well, my problem is that I'm not a very good cook! I actually read a lot about food and health, and what I should be eating. But it's very hard to put a healthy diet into practice despite the fact that I know all about the theory. And most recipes in magazines are no use to me because of the time they take. It would be really helpful to ...

Unit 14

Recording 17

Presenter: Plans to open a new zoo at Twyford have caused a major outcry among animal rights campaigners. With me in the studio to discuss the issue are Nadia Muller, from the organisation Save the Animals which campaigns against zoos, Liam Borg, who plans to open Twyford Zoo, and Mariam Khan, who runs a safari park in the south of England, where visitors can drive their own cars through large enclosures where wild animals run free. Liam Borg, if I could come to you first, why is another zoo needed? Aren't there enough already?

Liam:

Well, zoos have a number of very important roles. First of all, they're of enormous educational value. If we didn't have zoos, most people would never see wild animals in real life. The fact that there is no large zoo in this part of the country means that there's a real need for a zoo at Twyford. We want to make it as easy as possible for young people to come along so that they can learn about wild animals. Second, rare and endangered species can be preserved, and, hopefully, bred in captivity, making sure that the species survives. If we'd introduced captive breeding earlier, we would have prevented the extinction of a number of animals. I'm thinking of animals like the Tasmanian tiger or the Chinese river dolphin. Unless we expand captive breeding, many more animals will die out.

Presenter: Nadia:

Nadia Muller. Your view on this?

Well, certainly we should have captive breeding programmes if it will help save species. But this doesn't have to be in a zoo, where animals are often kept in small enclosures and cages. If they were in the wild, they would have more space to roam free. And so many other aspects of zoos are unnatural for wild animals. It's not natural for different species to live separately from each other, or for them to be given food at regular times rather than hunt for it. And then there's the cruelty involved in capturing and transporting wild animals to zoos.

Liam:

But what you've got to remember is that many animals in zoos nowadays were actually born in

captivity.

Nadia:

That's no excuse. Even if wild animals are born in a zoo, it's still cruel to keep them in a small enclosure where they often become unhappy and prone to

Liam:

But if there's a health problem, vets deal with it quickly. In the wild, an animal that becomes ill is

much more likely to die or be eaten.

Nadia:

That's true, of course. In the wild, animals do die through illness or are attacked by other animals. But this is perfectly normal and how they lived for centuries before we started hunting them.

Presenter: Mariam Khan. Can I bring you in here? You were disappointed that Twyford was to be a zoo and not

a safari park.

Mariam: Yes, I certainly was. First of all, I agree with Nadia that it's inhumane to keep animals in the conditions

> you find in most zoos. Safari parks offer all the educational experience of zoos – the close contact with animals - but they also allow animals to roam free in large enclosures. Safari parks are also very active in captive-breeding programmes, of course. The decision to make Twyford a zoo rather than a

safari park is a lost opportunity.

Liam: I'm all in favour of safari parks, provided that the

animals are well looked after. Unfortunately, that hasn't always been the case in the past. But they can never replace zoos. They're places where large animals, mainly from Africa – giraffes, elephants. lions, and so on - roam free. But you can't have small animals roaming around - if they're not eaten by the larger animals first, they'll be killed by

visitors' cars.

Nadia: If I could just get a word in here ... Save the Animals

believes that safari parks are not an acceptable substitute for zoos. Even though they say they are concerned about the welfare of animals, just like zoos, they are still businesses mainly out to make a profit. Entertaining visitors is the priority, not the welfare of animals. Our view is that wild animals should be protected in their natural habitat. There are many successful reserves in Africa, for example,

where wild animals roam peacefully.

Mariam: But all that costs huge amounts of money that can only be provided by rich tourists who come to see

the animals. Most families can't afford to make trips like that to see them. Safari parks allow citydwelling children from all levels of society access

Nadia: But animal welfare is more important! In reserves,

animals can be monitored and treated for illness and they can be protected from poachers. And they have as much space as they need to live their lives freely. So long as developed countries put money into these reserves, species will be preserved.

Liam: I'm sorry, but that's unrealistic.

Presenter: Well, I'm afraid that's all we have time for tonight.

Mariam Khan, Nadia Muller, Liam Borg, thank you.

Recording 18

Announcer: Exam practice, Listening Part 4.

You will hear five short extracts in which people are talking about cooking. Look at Task 1. For questions 1-5, choose from the list (A-H) the person who is speaking. Now look at Task 2. For questions 6–10, choose from the list (A–H) what each speaker is expressing. While you listen, you must complete both tasks.

Announcer:

Speaker one.

Speaker 1:

By the time I get home after a hard day at work, and with the prospect of a long evening of preparation and marking ahead of me, the last thing I want to do is spend a lot of time in the kitchen. I live on my own, so dinner isn't a time to talk and relax, unless I've got friends round, which usually happens just at the weekend. I just tend to grab a sandwich or microwave a ready-meal and eat it while I'm watching the news on TV or working. If I want good food, there are some pretty decent restaurants around here, although I don't go out to eat all that often.

Announcer:

Speaker two.

Speaker 2:

Even when I'm travelling abroad, I'd rather go somewhere that serves the kind of food I'm used to having at home - steak and chips, maybe a burger, or a pizza, and things like that. Sometimes this gets to be a bit of a problem if I'm transporting stuff to somewhere off the beaten track and there's only places that serve local food. If I don't know the place I'm going to, somewhere I haven't been to before. I'll generally take a lot of food from home to keep me going for a few days, and then I eat in the cab rather than eat out. I prefer it that way.

Announcer:

Speaker three.

Speaker 3:

When I was training, I lived at home and my mum did all the cooking unless she was away from home. She really enjoys it, so she didn't mind. Now I realise I should have paid more attention to what she was doing, but she's offered to lend me some recipe books and give me some tips, so that will really help. But just now I'm rushed off my feet. I'm working in the accident and emergency department and we have to do long hours and night shifts every other week. If I wasn't so busy, I'd certainly like to cook more. Hopefully, things'll be less frantic when I get moved to the children's ward at the end of the year.

Announcer:

Speaker four.

Speaker 4:

I went off to France for a year after I finished school and really got hooked on good food and cooking during the time that I was there. Now, unless I've got lectures first thing in the morning, I generally go down to the market to get the best-quality stuff. It's a real experience shopping there. None of us living in the flat has got a lot of money to spare, but you can get some fantastic

bargains at some of the stalls. Then in the evening I generally cook for my flatmates. They're pretty appreciative, and if they enjoy what I've cooked well, that's what it's all about, isn't it?

Announcer: Speaker 5:

Speaker five.

I'm at home most of the time and I don't have a set pattern of work. If the writing's going well, I might just work through from eight in the morning to three in the afternoon without taking a break - unless the sun's shining and then I might go out for a walk, probably in the park across the road. This means that I tend not to eat regularly, and sometimes I forget to buy anything in the shops. So I'll often go out and get a take-away or something late in the day. There are plenty of places close by. Not very nutritious, I realise, but it's difficult if you've got deadlines to meet.

Announcer: Now listen to Part 4 again.

Unit 15

Recording 19

Linda: Have you seen Sam's article for this week?

Bob: No, not yet. He'd got as far as Naples last week, hadn't

he? Go on, read it out.

Right. He's called it 'Rest and rats: from Naples to Linda: Amalfi'. 'When I last wrote, I was just north of Naples. I was tired, had big blisters on my feet, and, having fallen over a number of times, I was feeling thoroughly miserable. Now, a week later, I'm sitting in a restaurant looking out over the Mediterranean, watching the sun

go down - and life has improved greatly.'

Bob: That's a bit better! To hear him grumbling last week,

you'd think he was about to get on the next flight home!

Linda: He sounds in good form now. Listen to this. 'I had no idea where I was heading when I walked into Naples. Exhausted by a difficult few days, I was only interested in finding a bed for the night. Not wanting to carry my backpack any further than I needed to, I went to the first hotel I came across. But I struck lucky! I'd found a small, friendly hotel. In fact, the welcome I got at the hotel made me decide to stay for a couple of days. While in Naples, I did what all visitors do – I took a tour to Vesuvius and Pompeii. Fascinating places, and it was so good to sit on a coach and give my feet a rest.'

You've been there, haven't you? Bob: Yes, I went a couple of years ago. Pompeii is amazing. I don't imagine he rested his feet that much, though - it's such a big place to walk around. What else does

he say?

Let's see ... 'But after a couple of days of rest and Linda: relaxation, I was ready to get back on the trail. Before leaving Naples, I bought yet more walking socks and

a new pair of boots. These are not just any old boots, though. Made from the softest leather imaginable. they are as comfortable as a pair of slippers.' He must be really pleased. He was getting so many blisters with the old pair. 'Having left the sprawl of the city behind me, I walked up into the hills to avoid the long trek around the coast. There's spectacular scenery up there and beautiful views to the sea. On the downside. though, the hills are covered in thorny bushes, and the whole area is very rocky. At times it was difficult to follow the paths as they're not well marked, and I often had to retrace my steps. I also had a few unpleasant encounters with the local wildlife. Walking into one village I was met by a pack of unfriendly dogs. Snarling aggressively, the dogs were pretty terrifying at first. But I found that if I ignored them, they soon lost interest in me. I met some smaller wildlife, too. The first night on the hills, I pitched my tent, and was ready to sleep. But opening up my sleeping bag, I discovered a scorpion.'

Bob: You're kidding! Aren't they dangerous? Linda:

Well, Sam obviously wasn't sure. 'I'm no expert on scorpions, and I didn't know if this one was poisonous. I shook it out of my sleeping bag well away from the tent, and made sure it was heading off in the opposite direction before I settled down for the night! But then, around two in the morning, having been woken up by a scratching sound, I found a large rat trying to get into my backpack. Fortunately, it ran off when I threw my boots at it. What with sleeping so badly, and a long and difficult walk along some treacherous paths down from the hills, it was quite a relief to get to Amalfi this afternoon. I'm now ready for dinner - I've been recommended the local speciality of lasagne with ricotta cheese - and a few more miles of walking tomorrow towards Ravello. This time, though, it will be along the coast and (I hope) scorpion and rat free! Another report next week.'

Bob: Well, it sounds like he's enjoying Amalfi, anyway. He hasn't got much further to go, has he?

Linda: No, probably another two or three weeks and he'll be back with us.

Unit 16

Recording 20

loe:

First of all, thank you for giving me the opportunity to come and talk to you this evening. I'm sure you all know the area a couple of miles out of the village known as the Norton Marsh. You've probably also heard that the Marsh has been given to the NWT to look after. Unfortunately, the Marsh has been neglected for many years. It's overgrown, paths have disappeared, and the stream running through the area is blocked by rubbish. Our plan is to return

the Marsh to its natural state as far as possible. We'd like to follow the example of what they've done at Broadstone Park, which many of you will have been to. A few years ago it was a wilderness. Now it's a thriving nature reserve full of animal, bird and plant life, with a popular nature trail for visitors. Broadstone Park is part of the Montague family estate and, as such, was largely funded by private means. As a charitable trust, we have to rely on contributions from the public, and we have to face up to the fact that we don't have the resources at the moment to achieve our aims. Don't worry, I'm not asking you for your money this evening, but I am asking for your help. We're looking for volunteers to help us work on the Marsh over the next few years. For example, we need people to clear the vegetation, maintain paths, clear the stream and build fences. Clearing the vegetation is something that is urgently needed. But why should you volunteer? Well, the reason for most people is that they want exercise and fresh air - and it's also good to know they're helping the environment. There's a great social side to the NWT, too. I can guarantee that you'll make a lot of new friends, and we organise barbecues and other social events. If you don't fancy the physical work that's involved at the Marsh, you can still help. We also need people to address envelopes, deliver promotional material, and publicise the NWT on the Internet. Whether you help with the outdoor or indoor work depends on you. It's entirely up to you to decide how much time you can give to work at the NWT. We will be very grateful for whatever time people can spare. Nine o'clock is when we usually meet, on Saturday and Sunday mornings. Just come along to the Marsh and we'll show you what to do. You don't have to make a decision tonight - you can get in touch with me at any time. If you've got any questions about what I've said so far, I'd be very happy to answer them.

Man 1: What you've told us is very interesting and I'd like to be involved, but I'm not a member of the NWT. And I've heard it's quite expensive to join.

loe: The fact that you're not a member of the trust makes no difference. We're just looking for people with enthusiasm, commitment and some spare

Woman 1: Can I ask why the Marsh was given to the NWT? Joe: Well, Mr Reynolds, the man who gave us the land, has been a supporter of the NWT for many years and wanted us to take over the area a long time ago. Unfortunately, he'd been in a dispute over property with his brother and there was some debate as

to whether he could legally give us the land. That dispute has now been resolved, so he got his wish, and the land is now ours.

Woman 2: I'd like to be involved, but I don't know whether or not I'd be able to come on a regular basis. Would that be a problem?

Not at all. Come when you can. You'll be made very loe: welcome.

Man 2: I don't have a car. Does the NWT organise lifts to the Marsh, as I don't know if I can get there by public transport?

There is a bus – the number 45 – that goes from Joe: town past the Marsh, although I can't remember whether it runs on Sundays.

Woman 2: No, the Sunday service was cancelled a while ago. Anyway, we organise lifts for people who don't have Joe: their own cars and each weekend one person is responsible. You can phone whoever is in charge of arranging lifts on the weekend you want to come and we'll make sure someone will collect you from your home - and take you back, of course!

Unit 17

Recording 21

Announcer:

Sahar:

I learnt to drive with a driving instructor, and I think there are lots of advantages to this. Firstly, cars like the one I learnt in have dual controls so the instructor can take over accelerating, braking and stuff. Also, my instructor never got annoyed, however badly I was driving. Even if I did something incredibly stupid like stalling in the middle of a busy road, he'd stay completely cool. He was really encouraging as well as being incredibly patient. We used to stop driving at some point during the lesson, and he would ask me how I felt I'd improved, so he'd always be focusing on what I was doing right. Another thing is that being so experienced, he'd got lots of really useful tips to pass on. Like, for example, reversing around corners. At first, I couldn't get the hang of this at all. However I had the mirror positioned, I just couldn't judge where the back of the car was. But he told me exactly what to do - how to sit, what I should be able to see out of the mirror and windows, and so on, and after that it was dead easy. There were disadvantages, of course. Occasionally, my usual driving instructor was ill, so the driving school sent along a replacement. That was a bit disappointing because he was great and I didn't want to be taught by anyone else. Even so, I always found the replacements

very patient and helpful. Another advantage is that experienced instructors know when you're good enough to pass, which I think is kind of difficult for non-professionals to judge. I just carried on having lessons until my instructor said I was ready to take the driving test. And he was right - I passed first time. Although it's expensive having driving lessons, I'd really recommend it. Claudio.

Announcer: Claudio:

My mum taught me to drive 'cause I couldn't afford to pay for driving lessons. I think there's a lot of other good things about having your parents teach you, besides saving money. You've got to book driving lessons in advance, but you can go out with your parents whenever it suits you. And you can spend a lot more time practising, as well. For example, my mum used to come and collect me from college in the car and I'd drive home. What's more, she'd let me drive when we went shopping. My mum was a great teacher. Even though she doesn't have a professional qualification or anything, she's got lots of experience to pass on. I was lucky, though. because she knew a deserted airfield near to where we live, and for the first few lessons Mum. took me there to practise. She wouldn't let me drive on busy roads before I could control the car reasonably well. And as long as I didn't do anything stupid, she stayed pretty calm. The only time I remember her getting stressed was when I was overtaking. I used to find it really hard. It was very different with my dad, though. He took me out once when Mum was away. We'd hardly driven out of our road before we were shouting at each other. Then he made me practise hill starts for an hour - that's something I still have problems with - and we just snapped at each other all the time. Of course, one disadvantage of learning with your parents is that you have to pay a lot to insure the car. But apart from that, I think it's much better.

Unit 18

Recording 22

Interviewer: A government report published today has shown a dramatic fall in recorded crime over the last ten years. With me to discuss the report is the Home Affairs Minister, Kate Pullman. Minister, you must be very pleased with the findings.

Minister:

Yes, indeed, I was delighted when I was given the figures. When we got elected ten years ago, one of our priorities was a reduction in the disturbingly high crime figures. Obviously, the

policies that we've put into place have had a significant impact, so that during our period in office there's been a 40% fall in the risk of being a victim of crime.

Interviewer:

So can you pinpoint what measures have had the

most significant effect?

Minister:

Well, I think I'd highlight three things. First, attitudes to committing crime have changed significantly since Peter Miles was appointed head of the police service. He's been successful in getting more police officers on the streets, and this has meant that a much higher proportion of offenders have been arrested during the last ten years than ever before. Second, a huge amount has been invested in surveillance. particularly closed-circuit television. CCTV has been introduced into most city centres, and it's used widely now in helping to prevent car crime in particular. And third, I'd pick out our Make Amends scheme. Most people found guilty of vandalism are now made to repair the damage they've caused, and this has discouraged young people in particular from causing damage to property. The effect of this is becoming obvious. People are seeing less graffiti in city centres, for example. It's been so successful that a number of other countries are considering adopting a similar policy.

Interviewer:

But it's not all good news, is it? While overall crime levels have fallen, some categories of crime have risen quite sharply, haven't they? Street

crime is up over 25%!

Minister:

It's true that there has been a surge in street crime. The reason for this can be found in the huge increase in the number of mobile phones. These have become a particular target for street robbers. But this figure is expected to fall rapidly as new technology starts being used to trace stolen mobiles. If they can be traced, they'll be a much less attractive target.

Interviewer: Minister:

And drug-related crime is on the increase. Well, it's certainly true that more people were caught selling drugs. It's not clear, though, whether there are more people out there selling drugs or whether there has been better policing

and so more arrests.

Interviewer: There have been some questions raised about the

accuracy of the figures in the report.

Minister: Well, it may be that some minor mistakes were

made in collecting the figures, but I don't think anyone would deny the general trends that are

reported.

Finally, can I turn to the issue of the public Interviewer:

perception of crime, which the report also

investigates. It must concern you that despite the number of crimes falling in recent years, a majority of people believe that the crime rate has actually gone up. Everyone you speak to seems to have been a victim or know a victim of crime. If I can give a personal example, my house was broken into only last week and I had my TV and stereo taken. Virtually every person in my road has had a burglar alarm fitted recently.

Minister: I'm very sorry to hear that. Yes, there is a problem

of public perception, but we're taking steps to improve this. For example, our latest poster campaign is intended to reassure people that violent crime is falling nationally. But it'll take a long time for perceptions to change, I think.

Interviewer: You don't believe then, as many people do, that

crime is actually on the increase but that fewer

crimes are reported to the police?

Minister: I do accept that some of the fall might have been

> caused by lower rates of reporting, but I'm sure this has had a very small impact on the figures.

Interviewer: Kate Pullman, thank you very much.

Minister: Thank you.

Unit 19

Recording 23

Magnus: Oh, there you are, Leyla. I've been looking for you. So

how did the meeting go?

Leyla: Well, it was really interesting. There were a couple

> of representatives from the airport, and one of those, a Mr Kelly, spoke first. Then there was a short

presentation by Sue Ray.

Magnus: Who's Sue Ray?

Leyla: The head of the 'No to Airport Expansion' group.

After that there were questions from the audience.

Some of the people there got pretty angry.

Magnus: I'm not surprised! Everyone I've spoken to thinks it's

awful.

Leyla: Yeah, I thought so, too, before the meeting, but I'm

not so sure now. I agree with the anti-expansion group that the plans will change the area, but maybe

change isn't such a bad thing.

Magnus: So the airport authorities have convinced you, then? Leyla:

Not entirely. They told us that the expansion would create around 2,000 jobs directly – people employed at the airport. They also said that it might increase tourism in the region. I wasn't so sure about this. I asked how it would boost tourism, and they admitted that they're not sure exactly how many more people it will attract, although they said it would certainly make it easier for people to get here. Actually, Sue reckoned the expansion would damage tourism because people won't want to go on holiday anywhere near an airport. They said that a growing number of people in the local area supported the expansion, particularly local business.

But what about the noise? Magnus:

Leyla: Mr Kelly said the airport had carried out trial flights last month and no complaints had been received

from people in the village. He convinced me that

noise wouldn't be a problem for us.

Magnus: Hmm. And what were the airport people like? Levla:

Well, I expected them to be confrontational, but in fact they seemed quite understanding of the complaints. They promised to keep us informed about future developments. They say they'll be putting copies of the plans in the village hall. They encouraged us to go there and look at the plans in detail. They also announced that there would be a public enquiry before any final decision is taken.

Magnus: I'm worried about the nuclear power station on the coast. Won't planes fly directly over it? And if ever a

plane crashed into it, it would be a disaster!

Leyla: They said that the flight paths they're proposing

would keep planes away from the power station. Mind you, when Sue gave her presentation she warned us that the airport authorities were not telling the truth. She obviously doesn't trust them. and demanded that we be shown the details of the flight paths. She wanted to know why we should believe them when they had denied for years that they wanted to expand. They avoided replying to

that.

Magnus: And what does the 'No to Airport Expansion' group

want to happen next?

Leyla: Well, we had a talk about that after the meeting. Someone asked Sue what we should do to protest

about the proposal and she advised us to write to our local politicians with our objections and she also suggested inviting the Minister for Transport to hear our complaints. I've volunteered to write to her. And I'm going to go and have a look at the plans. Do you

want to come with me?

Magnus: Yes, it'd be interesting to see ...

Recording 24

Announcer: Exam practice, Listening Part 4.

You will hear five short extracts in which people are talking about moving from the countryside to the city. Look at Task 1. For questions 1–5, choose from the list (A–H) the reason each speaker gives for leaving the countryside. Now look at Task 2. For questions 6–10, choose from the list (A–H) what each speaker says about their experience of living in the city. While you listen you must complete both tasks.

Announcer: Speaker one.

Speaker 1: I grew up in a village and went to school by bus in a small town just a few miles away. Then

after school I got part-time jobs, doing seasonal farming work and stacking shelves in local shops, but nothing permanent. There just weren't many employment opportunities around. So a few vears back I decided to move into the city. It was a big upheaval - you know, leaving family and friends. But it was pretty straightforward to get a job and it was reassuring to find how sociable people are. I've met a lot of people with similar interests. I'm out most nights with someone or other. I think everyone should try city life, even if it's only for a short time.

Announcer: Speaker two.

Speaker 2: My parents moved out of the city while I was

away at university. Then when I finished my course, I went to stay with them. I set up an online business, so it didn't matter where I lived. The countryside was great, but it was a long trek to get to the nearest town to see a film or go to the theatre. So after a year or so I moved here into the city, where things like that are easy to get to. I'm not really into cooking, so I go out a couple of nights a week to a restaurant or pick up something from a fast-food place. It's great that there's a huge range of food on offer.

Announcer: Speaker three.

What's surprised me most about living in the city Speaker 3:

is the incredible variety of nationalities that you see around you. It's mind-blowing, all the shops and cultural activities of all the different ethnic groups. Certainly a big change from where I was before. For most of my life I lived in the same small town - not much more than a village, really – that I was born in. I was very happy there. I worked in a timber business that my father ran. But by the time I was in my mid-20s most of my close friends - the people I'd grown up with had gone away to the capital or one of the other big cities, so I decided it was time for me to move on, too.

Announcer: Speaker four.

Speaker 4: I lived in a village close to the sea for about ten years. I loved being able to walk along the beach.

But what drove me away was the difficulty of finding good accommodation. There were plenty of places to buy or rent, but most were old, cold and damp. I had to come to the city to find something decent within my price range. Admittedly, I have to live a long way out of the centre and commute, but it's great that the

buses and trains are frequent and reliable. That's certainly one of the bonuses of living in a built-up area. I miss the peace and quiet, of course, but I think my quality of life is better.

Speaker five. Announcer:

My old place was a few kilometres from the Speaker 5:

nearest town. I don't drive so I was dependent on the local bus service, which was useless. You could never guarantee it would be on time, and sometimes it didn't turn up at all. I'm not as young as I was, so a couple of years ago I moved into the city. It hasn't all been plain-sailing - it's taken me a while to get used to the crowds and traffic. But at least it's reassuring to know that if I have an accident or I'm suddenly taken ill, there are excellent medical facilities not far away. And I still go back and see friends where I used to live every few weeks.

Announcer: Now listen to Part 4 again.

Unit 20

Recording 25

Alison: Are you still using the computer?

Ben: I won't be long. I was just looking at some of these

adventure holidays in Australia. You've been to Australia, haven't you? Who did you go with?

Alison: A company called TransWorld Adventures.

Ben: Oh, that's who I was thinking of going with! They do

diving holidays in quite a few places - Perth, Brisbane,

Sydney ...

Alison: I went for the one based in Brisbane. It was a fantastic

experience.

Ben: The website's a bit short on detail, though. What

happened when you got there? Who met you at the

airport?

Alison: One of the local organisers did. And then he drove me

to a diving school just outside the city, where I met the others in the group. We had a week there learning to dive, and then we went to the Gold Coast where we

had a week of sailing.

Ben: Do they provide all the equipment? It doesn't say

much about that on the website.

Alison: They should do. They certainly did for us – all the air tanks, weights and things that you need - although it's

useful to have your own face mask and snorkel.

Ben: I'm a bit concerned about the diving. I'm not really a

very good swimmer.

Alison: No, neither am I. But you don't have to be. That's the great thing about diving - you don't actually have to

be a strong swimmer. What else were you thinking

Well, sailing would be great, but I've never sailed a boat Ben:

before.

Alison: That doesn't matter. Nor had I, but it's really not that

difficult, and the instructors are brilliant. And anyway, it doesn't matter if you fall in. The water's warm, and

they give you life jackets to wear.

Ben: You think I'd eniov it, then? Alison: Oh, I'm sure you would. Ben: So have you got any good tips?

Well, make sure you take a sun hat. It's easy to get Alison:

> burned. And take a couple of pairs of old trainers – preferably plastic ones because they get really wet on the boats. I took leather trainers that fell apart, and I had to buy new ones while I was out there. I suppose the other thing is that I didn't realise what hard work sailing is. By the end of the holiday I was exhausted,

but very fit!

Ben: Yes, I need to get into better shape. I was also thinking

about spending an extra week in Tasmania going river

rafting. That's probably hard work, too.

Sounds great, but I don't think TransWorld Adventures

do that, do they?

Ben: Yeah, it mentions it here on their website.

Alison: Let's see ... So it does. That's new!

Ben: It looks amazing. You travel down the Franklin River in

a rubber dinghy and then camp by the river at night.

Alison: Wow! Well, if you're going camping, don't forget to

take a really good insect repellent. You'll certainly need

some. Tea tree oil works very well.

Ben: What about other camping equipment - a tent and

cooking things - do you think I'll need to take those? I don't imagine so. Usually they provide that sort of Alison:

stuff. But why not contact them and ask them for

more information?

Ben: Yeah, maybe I'll email them now.

Recording 26

Announcer: Exam practice, Listening Part 3

You will hear part of a radio interview in which David Evans, a chef in a British school, is talking about his work. For questions 1-6, choose the answer (A, B, C or D) which fits best according to

what vou hear.

Interviewer: Today I'm talking to David Evans, who's a school

chef at Academy School in Wales. Now, David, this is a new school, isn't it, and it takes a rather

unusual approach to school meals?

David: That's right. When the school opened about this

time last year the new principal proposed that school dinners should be compulsory. Some people thought she'd be crazy to go ahead with the plan, but she was determined to. Obviously, this was quite a risky experiment. Students aren't allowed to bring in sandwiches or fizzy drinks. And each day there are only two options available, one vegetarian. We try to introduce

a wide range of styles of cooking. Naturally, at first, students were a little dubious about the food. Most had only eaten what you might call 'traditional' British food, so I think it was quite adventurous for them to try what they saw as unusual, the kinds of foods they normally wouldn't have the opportunity to eat at home, or wouldn't want to.

Interviewer: And rather than having a typical school canteen

with individual students lining up to collect food from the kitchen, you have a different

arrangement.

David: Yes, we have our restaurant system. We get

> everybody seated at about 12.30 on tables of six and then one student from each table collects the food from the kitchen and serves it to the others. It's slow, but we deliberately encourage students to sit and talk around the table, including about the food they're eating. There's still some resistance to this, particularly as a lot of our students come from homes where fast food and ready meals are what's normally eaten, and family members eat at different times. They don't have the habits of conversation over a meal or discussions about food. But we see this as part of our mission, to give them basic social skills so they can operate in an adult world.

Interviewer: And what about staff here? What's their part in

this?

David: Staff are expected to eat in the restaurant and sit

> with students, but they're not there to control things. They're there to talk to students about the food they're eating and in this way they learn about nutrition and how important it is to get the right amounts, and that having too much carbohydrate or fat isn't a good thing. Of course, it's not all food talk. An unexpected benefit is that the teachers learn more about students outside the classroom. At first there were grumbles from teachers about being forced to eat with students rather than sitting with other members of staff, but now I think they prefer to.

Interviewer: And you always try to cook with fresh

ingredients.

David: Yes, that's right. Although we offer international

dishes, both for nutritional reasons and because of environmental concerns, pretty much all of the produce we use is locally sourced. We've also got a small herb garden behind the science block. Students can help with this if they're willing to. So as well as having fresh food, we're reducing the environmental problems associated with transporting food over long distances. We put up a map in the restaurant to show where food has

Interviewer:

come from. It's not always possible to get local produce, of course, but we do what we can. Now what about you personally, David? How did you come to take on the post of school chef here?

David:

Well, I've had a varied career. I've been a waiter and a chef in a London restaurant. I've run two small companies, and I went on to train as a teacher. I taught domestic science in a secondary school for ten years before taking on this job. I've found that probably the most important part of the job is to listen to what the students say about the food. I spend a lot of time in the restaurant. I go and talk to the students. They'll always give me an honest opinion on whether or not they've enjoyed something. The time I spent in management has helped me most with this. You need to listen to what people are saying to get the best out of them and make the right decisions.

Interviewer:

David:

And do you think the approach to food you've taken here could be adopted in any school? No. I don't think all schools would be able to. We're lucky in that we're a new school and we set it up with the ethos that learning about healthy eating is an important life skill, and students and their parents accept that, although sometimes rather unwillingly. It could be difficult to introduce this into an established school where, for example, chips and burgers are a regular feature of school dinners. Introducing a radical change when students are used to doing things in a certain way can be difficult. But any school could take some steps to make students aware of the importance of healthy eating. I'd certainly advise them to. Over time, I think we'll see most schools moving in this direction.

Announcer: Now listen to Part 3 again.

Unit 21

Recording 27

The final presentation to be made tonight is an award for Lifetime Service to Music Education, and I'm delighted to say that this goes to ... Maria Adams. Before I ask Maria to come up and accept the award, I'd just like to say a few words about her. All of you will know of her achievements, first as a highly successful violinist, and then as conductor of the York City Orchestra, but fewer of you will know about her contribution to music education in this country and beyond. It was in the mid-1990s that we first met. She had been conductor of the YCO for about a year, and I was head of education on York city council. For some time Maria had been writing to me, saying that the council should do more to help children's musical development

in the city, particularly for those who came from poorer backgrounds. What she was suggesting was that members of the YCO would volunteer their services, either individually or in groups, to go into schools and play for children and run music workshops. In exchange, she wanted the city council to lend instruments to children and provide free music lessons for children whose parents weren't able to afford them. This was at a time when the government had cut funding for music lessons. Eventually, I invited her to talk to the committee, so along she came to present her proposal. What she did first was convince us of the value of a musical education. Making music she sees as a fundamental part of a child's development, as essential as an ability to read or write. What impressed us most was the way she calmly and clearly argued her case. By the end of the meeting, all of us had been won over by Maria's arguments and the Music in Schools project was born. Somehow we found the money to support it! Rarely have I met anyone with such passion for their beliefs. And thanks to Maria's enthusiasm, the project has been a tremendous success. Not only has she persuaded YCO members to give up their time willingly, but she has also encouraged visiting musicians to give free concerts in schools when they come to play in the city. Well, 'encourage' perhaps isn't the right word – she's a very persuasive person! A number of times, the council has tried to make changes to the Music in Schools project in order to save money. When this has happened, Maria has demonstrated that she is a determined and persuasive character. Five years ago, for example, there were plans to start charging all children for music lessons, but this she resisted. Only after Maria threatened to withdraw her support from the project did the council back down. Maria's dream was always to extend her work beyond this city, and with typical energy she set about persuading the government to adopt the project throughout the country. What's happened as a consequence is that music has become established as an important part of the national curriculum. I think it's fair to say that, had Maria not been around, music education in most schools in this country would have practically disappeared. Instead, so successful has it been, that those involved in music education around the world have visited the city to see the project in action. And then came an invitation to be a special adviser to the government on music education. In this role, she has worked closely with the Minister for the Arts. Were he here tonight, I know that he would want to express his thanks personally to Maria. And as a further acknowledgement of her enormous service to music education, we'd like to present her with this lifetime achievement award. Maria Adams, if you'd like to come up onto the stage

Recording 28

Newsreader: People living close to Lake Taal on the island of

Luzon in the Philippines continue to be evacuated from the area as the Taal volcano threatens to

erupt. Over to our reporter, Katie Hill.

Reporter:

Lake Taal lies in the huge crater of the Taal volcano. In the middle of the lake is a smaller volcano which has been showing signs of increased activity over the last few weeks. Taal is one of the most active volcanoes in the world. In 1911 an eruption claimed over a thousand lives and in 1965, villages on the lakeshore were devastated by falling rocks and huge waves on the lake. Although scientists predicted the 1965 eruption, the authorities failed to warn villagers and the breakdown in communication cost at least a hundred lives. After the disaster of 1965, the government introduced the Taal Emergency Strategy. This involved monitoring the volcano for early signs of an eruption and the drawing up of an evacuation plan. Since that time, however, there has been an increase in the number of people living close to the lake, and the government has also encouraged the industrial development of the area. The building of two power stations just a few kilometres away was strongly criticised by environmentalists. In the event of an eruption, these would have to be shut down, possibly for a long period if damage occurs. The closure of the power stations would leave thousands of homes and businesses without electricity. Last month, scientists noticed a sudden rise in the temperature of the lake. There was also a dramatic rise in the level of radon gas in the soil. Their concerns increased with the discovery of thousands of dead fish, apparently killed by acidic volcanic gases rising from the bed of the lake. As a result, they gave a warning that Taal could erupt again at any moment. The authorities took immediate action. The President put government authorities on a state of high alert, saying that the danger of the situation made it necessary to bring in the army to oversee operations. The decision was made to evacuate an area of five kilometres around the entire lake, and two days ago the evacuation of around 30,000 people began. The provision of temporary shelter in a safe location for those displaced is the army's top priority, and it is now estimated that about 25,000 evacuees have arrived at makeshift camps. Conditions in the

camps are reasonably comfortable, and there are adequate supplies of food and water. But no one knows here how long they will be away from their homes - or, indeed, if Taal erupts again, whether they will have homes to go back to. All they can do is watch and wait for nature to take its course ... Katie Hill in the Philippines.

Newsreader: The government has announced that it's going

Unit 23

Recording 29

Father: So, what do you think? It's going to be hard to choose

between them, isn't it?

Liz: Yes, there's so many things to think about. But overall

I prefer the out-of-town apartment - the one in

Canley.

Mother: Well, look, don't rush into a decision. It might help

just to run though the pros and cons of each of them

Liz: OK. Well, one obvious factor is price. The town

apartment's about a third more expensive than the

one in Canley.

Father: True, although maybe you could get them to lower

the price a bit. It's been on the market for a long

time, so they're probably keen to sell it.

Liz: Yes, and it's obvious why they've been having

problems selling it – it hasn't been decorated for years. I couldn't believe it when the agent said the decoration was 'in good condition' - it clearly wasn't!

It really shocked me to see how bad it was.

Father: I'm sure you could get it decorated quite cheaply.

Mother: And what about location? One of the things that worries me about the Canley apartment is that it's

about 15 kilometres from there into the centre. Living in town would make it so much easier to get

to work.

Father: It's certainly an advantage being able to walk to work

rather than having a long commute. It would save

you a lot of money.

Liz: Yes, but lots of people work in town and live in

> Canley, so there's bound to be a regular bus service from there. Didn't the agent say there's a bus stop

just outside the apartment block?

Mother: Well, you'd need to look at the bus timetable to

check how long it takes to get into town. Personally, I wouldn't like it if I had to get up at six o'clock in the

morning to get to work for nine.

Another thing is that if I ever bought a car, there's the Liz: problem of parking at the town apartment. There's no special parking area for the apartments, is there?

On the other hand, there's a car park behind the

Canley apartment block.

Mother: But you're not likely to be able to afford a car for ages

... It struck me that the Canley apartment might be

quite noisy with that busy road nearby.

Liz: But it's in such a great location. There's a lot of open space at the back of the block. It'll be great in summer.

And there's that lovely little river that runs nearby.

Father: Yes, but I wonder whether it floods in heavy rain? I've heard there have been problems in the past ...

Mother: It's a pity that the Canley apartment is so small. There

> wasn't much space in the bathroom, was there? Nowhere to store towels and things. And did you notice that in one of the bedrooms there was just a bed, a small wardrobe and some bookshelves? You couldn't even fit a chest of drawers in there.

Father: The kitchen was quite small, too.

Liz: I must admit the town apartment is a bit bigger, but the rooms in it are quite dark and that made

> it feel cramped. I really like the light in the Canley apartment.

Father: Another thing to consider is whether the apartment

is going to be a good investment.

Mother: Yes, they say that the cost of property in the town

> centre is going to go up with more people wanting to move in. Apparently, there are plans to build new apartments not far from the one we looked at.

Liz: Maybe, although the agent's advertisement for the Canley apartment says, 'There is expected to be a lot

of interest in the property'.

Mother: Oh, I'm sure it's just a way of encouraging people

to buy quickly. But take your time to think about it,

there's no hurry to decide.

Liz: You really want me to take the town apartment,

don't you?

Father: Well, it's obviously your decision, but there are so

many advantages of living in town ...

Yes, and it would be so much easier for us to come Mother:

and visit you there ...

Unit 24

Recording 30

Osman: Osman Seville.

Sofia: Oh, hi, Osman, it's Sofia. Look, I'm really sorry, but I've

messed up our plans for tomorrow.

Osman: Oh, no. What's happened?

Sofia: Something's come up at work. Well, to be honest, it's

> a really important meeting. I'm so silly! I arranged it weeks ago and I forgot to put it in my diary. It means I've got to spend a couple of days in Marseille and I'll

be heading off there early tomorrow morning.

Osman: Right.

Sofia: So I won't be able to pick you up at the airport

after all. I tried to reschedule the meeting for next

week, but it's just impossible. I'm really, really sorry

about this.

Osman: No, don't worry. I'm sure I'll be able to get to your

place somehow.

Sofia: Well, it means that you'll have to get to Perpignan

> from Montpellier airport on your own, and I'm afraid it's a bit complicated. You've got to get to Montpellier railway station and then catch a train to Perpignan. If you've got a pen handy, you might want to take down some of the information I'm going to give to you.

OK, just a second ... Right, go ahead. Osman:

Sofia: OK, now, I know that you get to Montpellier airport

at eight in the evening.

Osman: Ten past eight, that's right.

Sofia: I've found out the train times from the SNCF website

> and it appears that the last one from Montpellier to Perpignan is at ten minutes to ten. You really need to catch that train or an earlier one, so the first step is to get from the airport to the railway station in the centre of Montpellier. I know you're on a tight budget, so you could get the bus instead of a taxi, but to be honest I'd advise you against catching the bus. It can be guite unreliable and it will only take you as far as the main square, and then it's a bit of a walk to the railway station from there. For the sake of a few euros,

it's worth taking a taxi right to the station.

Osman: Right. OK, I'll do that.

Sofia: You'll need to buy a ticket before you get on the train.

> I think it costs about 25 euros. The last train's due to get in at about 11.30. Because I won't be in Perpignan, I've booked you into a hotel not far from the station.

Osman: That's great! Thanks!

Sofia: It's called Le Metropole. I haven't stayed there myself,

but one of my friends recommended it to me.

Le Metropole. Right ... That sounds good. Thanks. Osman:

Sofia: Now, depending on the weather you could either

take a taxi there or walk from the station. Actually, it's probably best to walk, as it's really not far. Don't worry about getting lost – everyone knows Le Metropole and will be able to give you directions, and there'll still be plenty of people around at that time of night.

OK, that's fine. Osman:

Sofia: It'll be quite late when you arrive, so when you've

> checked into the hotel, I suggest you get a meal there. The hotel restaurant is very good and they'll still be serving food at that time. And have whatever you like

- I'm paying for your room and the meal.

Osman: No! You don't need to do that.

Sofia: Yes, I want to. It's the least I can do. I'll sort out the bill

when I pick you up on Thursday afternoon.

Osman: Well, I'll buy you a meal later in the holiday.

Sofia: All right, then. I'll take you up on that.

Osman:

Sofia: Relax on Thursday morning and walk around town. Perpignan's a lovely place. While you're strolling around, look out for Café Mathis. You might want to try their hot chocolate. It's the best in town. I should be with you at about two and I'll meet you in the

foyer at Le Metropole.

Osman: Sounds wonderful. Thanks for organising that. I'm

looking forward to seeing you.

Sofia: OK, Osman, And I'm really sorry again. Hope the

journey goes well, and I'll see you on Thursday.

Osman: Great. See you then. Bye, Sofia.

Unit 24

Recording 31

Announcer: Exam practice, Listening Part 1.

You will hear three different extracts. For questions 1-6, choose the answer (A, B or C) which fits best according to what you hear. There are two

questions for each extract.

Announcer: Extract one.

You hear two friends talking about doing team

sports in the schools they went to.

John: You did a lot of team sports at school, didn't you? Mia:

Yes, mainly football and volleyball. I was in the school team for both of them. I always felt really healthy from it, and it was a great way of getting to know people well. Some of the people I played with are still people I meet up with regularly. But you were good at sport, too, weren't you? Didn't

you enjoy it?

John: To be honest, I really didn't like team sports at

school, although I did play rugby. It certainly kept me in good shape, but what I disliked most was having to spend so much time on it after school. All I really wanted to do was get on with homework - which I actually enjoyed - but the rugby practice got in the way. I also hated the competitive side – the constant pressure to win. I've spoken to some teammates since then - still people I keep in touch with - and many of them

felt the same way.

Mia: Well, I suppose the pressure is sometimes a bit

> intense. But overall, I think doing team sports can really help you develop skills that are useful in later life. I suppose I'm a naturally competitive person and I got a lot of fun out of playing

against teams from other schools.

[repeat]

Announcer: Extract two.

You hear two friends talking about reading.

Pippa: I notice one of your friends gave you an e-reader

for your birthday, but I haven't seen you use it yet.

David: No, I've hardly used it at all. I still prefer reading

printed books.

Pippa: Oh, but e-readers are so convenient. You should

really try it more. I use mine all the time - on the train on the way to work, on holiday, reading in bed before I go to sleep. You read a lot, don't you? You'd be able to carry a load of reading material around with you in something that's the size of a single paperback. And it's not just books - you can get newspapers and magazines as well. What I particularly like is being able to change the font size so easily. I hate reading books with very small

print. Have a go.

David: Yes, that's all very true, but I just like holding

> real books. There's something about how they feel - and sometimes even how they smell - that really appeals. And I like having them on my bookshelves to remind me what I've read as I walk past them, and also to show people who visit what I've read so they can learn something about me. You can't do that if what you've read is

on an e-reader.

[repeat]

Announcer: Extract three

You hear two people talking about receiving

marketing texts on mobile phones. Now look at questions five and six.

Ross: You've got a new job in your company, haven't

losie: Yes, I transferred to the marketing department

> just a couple of weeks ago. My job's to send texts to people about new offers and new products.

Ross: Oh, I get marketing texts all the time, and I must

say that I find it pretty irritating. They tend to come from companies I know nothing about, trying to sell me things I've no wish to own. Although I sometimes text back telling them to stop contacting me, the texts just keep coming. I mean, I can understand why companies do it – it's a really efficient way of keeping people

informed. But I wish I could stop it somehow. losie: Well, our company just sends texts to people who

> we think would want to find out more about our products. Perhaps they've already bought something from us online so we know they might be interested in hearing from us. They'll have given us permission to send them details as well. And if people tell us to stop contacting them, we always delete their details from our database. Of

course, not all companies follow the regulations that have been agreed about marketing texts.

[repeat]

Recording 32

Teacher: Thanks, Kate, for showing us Happening. I'm sure

there'll be lots of questions about it from students.

Sarah, ves. vou first.

Sarah: Where did your idea of a newspaper for teenagers

come from?

Kate: Well, I used to spend a lot of time reading

> newspapers when I was at school. But my friends didn't read them much, even though I knew they were concerned about what was going on in the world. So, I suppose the idea of setting up some kind of newspaper for young people came from that time.

Teacher: Hannah?

Hannah: Why did you go for an online newspaper?

Kate: Well, I did a journalism course at university. I'd also

had the opportunity to do a course on website design, and that influenced my decision. It just seemed natural to combine the two, so I designed a prototype of an online newspaper for teens. My main motivation was that I wanted to increase young people's awareness of current affairs, but I also realised that there might be a chance of making it a commercial success. I felt that there was a big demand for an online newspaper aimed specifically

at teenagers.

Teacher: Jasvinder, your question.

Jasvinder: Didn't you need a lot of money to get it started?

Not really, no. I talked to a couple of university Kate: friends, and when the course finished we just went

ahead. That's one of the great things about most online business - you don't need huge amounts of money at the outset. But we did need money to live on, of course. We had real difficulty in persuading banks to lend us anything at all. Every bank we approached was sceptical about whether the project would ever make money. But eventually, we managed to borrow some money from parents and we took the decision to work on it for six months. If we weren't making money after that, we'd give the

idea up.

Teacher: Can I ask a question here? How do you actually

make money when people don't have to pay to

access the site?

Kate: All the money comes from advertising.

> Organisations pay us to put their adverts on the site. When we started we immediately contacted companies, but it was difficult to generate business at first. They were very wary of advertising with us, but as the number of hits we got started to increase - that's the number of people accessing the site

- the number of companies wanting advertising

space went up as well.

Teacher: I see, thanks. Er ... Hannah, you've got another

auestion?

Hannah: Do you think online newspapers will ever take the

place of traditional newspapers?

Kate: I doubt it. Being able to access news online is right

for some people, but not others. A lot of people want to be able to read a newspaper on the bus or train, or at home away from their computer. So, no, I think there'll always be a need for traditional

newspapers.

Teacher: Any more ... Tom?

Tom: What's been the reaction of teenagers to Happening? Kate:

We average about 20,000 hits a day and the number's steadily growing. We've had an increase of about 50% in the last three months alone. When I talk to young people, they seem generally very enthusiastic about the site. And hundreds of comments get posted on

our message board each day.

Tom: And do many people complain about Happening? Kate:

Yes, we get both complaints and praise. In the early days we used to get quite a lot of complaints

about our news coverage because it didn't feature voung people's perspectives enough. We've tried to take that on board. So, for example, as you know, a recent big news story has been the protests about the location of a new nuclear power station on the east coast. As part of this, we covered what school students had been doing to protest. We also occasionally get complaints about how well the

website works. Young people demand very high

standards nowadays.

Teacher: Hannah.

Kate:

Hannah: Are any young people directly involved in

producing Happening?

in various ways. For example, we have a reviews section, which is concerned with films, CDs, DVDs and books. All of the reviews are written by young

Yes, young people get the chance to contribute

people.

Teacher: And what future do you see for Happening?

Kate: That's a good question. First, I'd like to see it

> expanding. We've decided to include a section on celebrities, and also do more on science and technology. For that, though, we need more staff, and that means more money. But the recent increase in hits on the website means that we can charge more for advertising space. So we're quite optimistic about that. More generally, though, politicians seem to be getting interested in Happening as a place where young people express their views. If I'm right about this, then young people may be able to have an influence on

government policies through Happening.

Teacher: Interesting. Gerry, you've got a question ...

Recording 33

Speaker 1: I grew up in a quiet, remote, rural area, but I've lived here in the heart of the city since I was a student. The traffic and the noise don't bother me - I just love all the hustle and bustle. I work at one of the top art galleries - a ten-minute walk from here. In my work and my social life I come into regular contact with people from all over the world. It's really interesting. And being here you just take for granted the incredible range of entertainment on offer: theatres, cinemas, nightclubs, concerts of all

> kinds. As far as I'm concerned, the only downside is the cost of living - my rent's nearly twice what it

Speaker 2: The nearest I came to living in a big city was spending two weeks at the home of an old school friend - her parents own a flat in the centre of London. It was really convenient, just being able to hop on a bus or take the underground. At first it gave me quite a buzz – being somewhere where so much was going on, but I don't think I relaxed the whole time I was there. What got to me was the constant noise - all day and all night. I also felt a bit nervous if I was out on my own - especially at night. Perhaps it was a subconscious awareness that crime rates are higher in cities than in rural areas. It was a real relief to get home.

would be if I moved to a smaller town.

Unit 27

Recording 34

Start with yourself and work backwards. Write down as much information as you already have about your parents, your grandparents and your grandparents' parents. Verify your facts as you go. Talk to your relatives. Ask your oldest relatives for their memories of the family. Then move on to younger ones who may have heard stories about your Irish roots. Start with some clearly focused questions but allow your relatives to reminisce freely. Find your ancestors' place of origin in Ireland. For many family historians this can be the biggest hurdle to connecting with their Irish roots. If you already know the town where your ancestors used to live, start digging there! Deal only with facts. Family legends are rarely 100% accurate. The 'ancestral farm' may have been a simple cottage with a few square metres of garden outside. Tales of selfless kindness have probably been much embellished over the years. While there is often at least a grain of truth to these stories, they should not dictate the entire course of your research into your Irish roots.

Be prepared. You are likely to find one or two skeletons in the cupboard. Accept that the truth may be somewhat less attractive than its telling in family tales ... and be honest in your recording. Develop a research plan. You have two parents, four grandparents, eight great-grandparents and so on. You have to draw the line somewhere! It's traditional to follow the male line from your father and the female line from your mother, but it's entirely up to you. Choose just one branch of your roots to study for now. Record your data. You're going to accumulate huge amounts of information from a variety of sources and will soon find it impossible to retain it all in your head. Get in the habit of carefully recording every piece of new data as you uncover it. Don't be too ambitious. For the majority, this search for our Irish roots leads us to poor, landless labourers. As such, their lives were not well documented and, where records survive, they are unlikely to date from much before 1800 at best.

Unit 28

Recording 35

Speaker 1: It was the second time I'd seen Hot Club of Cowtown and I can honestly say it was one of the best live music events I've ever been to. The venue was pretty ordinary – a small provincial theatre, but when they're playing you forget your surroundings and just rock out with the band. What I just love about this band, apart from their high energy, is that they play their rather eclectic mix of material without a hint of irony. You should try and see them while they're over from the US. They're gaining a devoted following!

Speaker 2: I've never been a great fan of stand-up. But one of my friends had got a spare ticket for this gig. He wasn't someone I'd heard of before, and it was in a run-down local club, so I wasn't really expecting much. As it turned out, I can't remember the last time I laughed so much. He had the whole audience in stitches from the moment he came on stage.

Speaker 3: It's one of the most unusual exhibitions I've ever seen. In fact, I'm not even sure 'exhibition' is the right word. For a start, it's in a field near Salisbury, not in a gallery, and it's a collection of weird and wonderful shapes, about 50 in total, made in the ground in the middle of a wheat field. The amazing thing is that all the shapes are perfectly formed, and there are no other marks in the wheat, but they were made entirely by hand.

Unit 29

Recording 36

Presenter: Do you fantasise about a new life on the other side of the world? Where everything is exciting and the dreary routine of home is a million miles away?

Lots of people do. The dream of pastures new is realised by thousands of Brits every year ... but the downside is that, however wonderful your new surroundings, it's likely that you will pine for some aspect of home. 35-year-old Jane Foreman knows all about the pain of homesickness. Her husband David's job took her to Kuala Lumpur in Malaysia a year and a half ago, but she is desperate to return home to Alnwick in Northumberland.

Recording 37

lane:

We've managed to find a pretty strong expat community out here, but I still feel homesick most of the time. I miss my family and friends desperately, the daily contact with people I've known all my life. As a family we're very close-knit, always on the telephone or popping round for this and that. I definitely feel I've lost more than many by moving here. After 18 months we still haven't found our feet and I'm starting to feel like it will be impossible to really settle.

If you look at it logically, KL is a far more exciting place to live ... it's multicultural, there are amazing places to eat and drink ... it's one of the best cities in Asia for shopping, and it's summer all year round. By contrast, Alnwick is pretty dull really ... but my heart's in Northumberland. We would be home like a shot if it wasn't for David's job.

Presenter: Severe homesickness, like lane's, is difficult to overcome, but it can be done, Louisa Stevenson, a 32-year-old environmental engineer from Sheffield. initially regretted her decision to emigrate to Canada – but after six months she says she's happier than ever before.

Louisa:

In the past I've travelled a fair bit, and I'd always been one for going off the beaten track. I spent a year as a volunteer in Tanzania and another year in Indonesia. I'd also spent several holidays here in Vancouver with my fiancé's family. None of this prepared me for the sense of loss that overwhelmed me on arrival though. It was like a rug being pulled out from under my feet. I didn't know anyone. Obviously my in-laws and my fiancé were here, but compared to Sheffield ... All the familiar faces were gone for good. I felt very insecure. Somebody once told me that homesickness is similar to the grieving process. I can believe that now ... That's passed though and things are looking up. The wedding helped. I met so many of Jason's friends ... then I joined a local Thai kickboxing class. The teachers at the centre are lovely, welcoming people ... And just last week I found out that I'm going to have a baby! Kickboxing may be off the menu for a while, but, right now, emigrating to Canada feels like the best decision I ever made.

Recording 38

Announcer: Exam practice, Listening Part 2.

You will hear Lindsey Jones, a recent graduate, talking to a group of students about travelling abroad to find work. For questions 1-8, complete the sentences with a word or short phrase.

Lindsey:

After months of searching for work since graduating from university last summer, I've decided to move to New Zealand and leave Britain's jobless economy behind me. Online statistics have shown that I'm not the only one: 10,000 or so people leave Britain annually for New Zealand, plus many more head to Australia or Canada, as well as less traditional destinations for emigrants, such as Germany and Singapore. Despite being a graduate with a good degree from a highly respected university, the only available jobs that I could have applied for in Britain were general, low-level jobs, ones where experience wasn't an issue, and which definitely weren't suitable for a graduate. That being the case, I decided that if I was going to have to work in a shop or as a hotel receptionist, I might as well do it in a different country and as part of a new experience. That's why I'm heading to New Zealand next month equipped with a working holiday visa, though I'm hoping that it won't take me too long to find a 'proper job'.

Few of my old university friends have had much luck finding work at home either and I can only think of one person who has actually got what I would call a real graduate-level job.

I'm really hoping that working in a country with a stronger economy will give graduates like me new life skills and experiences that may help us land a better job when we return to the UK. I guess a lucky few might also find well-paid graduate jobs in their chosen country - but I know that I can't count on that. Last year an older friend of mine arrived in New Zealand with what she thought was plenty of money in case she didn't find work, but accommodation costs and food are both higher than in Britain, and jobs are not easy to find. She has already returned home and warned me against being over-optimistic about finding work. But anything's better than sitting around waiting for a job to appear out of nowhere, so I'm determined to give it a go and not to let her put me off. I've made my own arrangements and am heading out alone. I could have asked travel agencies, who offer services for young travelers and students like me, to help me put together a visa, set up a bank account, as well as find

accommodation for me in New Zealand. Another friend of mine called Lucy, who's a couple of years older than me, has spent a whole year in Australia, and her stay was partly organised by a travel company. She started off in Sydney and worked in a restaurant as a waitress for a few months, which gave her the chance to see the city through the eyes of a local resident. Later she moved to Melbourne where she worked in a bar, before moving on to a clothes shop in Brisbane. She really loved feeling part of a community rather than being just another young British student passing through. The experience has really boosted her confidence and she's hoping that this will be enough to make her stand out when she competes for jobs with thousands of other graduates when she returns home. Only time will tell if this strategy pays off, but I'd recommend anyone to try this route if they find themselves in a similar situation. I, for one. am determined to make the most of this opportunity...

Announcer: Now listen to Part 2 again.

Unit 30

Recording 39

A US study published recently set out to determine why people take risks. It came to the conclusion that risk and age are correlated. The researchers sampled 500 participants, divided into four main groups: children - adolescents, young adults and the elderly - further dividing them into certain social backgrounds and also by gender.

The methodology required participants to resolve a situation by choosing one of two options. One option was 'safer' than the other, but would result in a worse outcome than taking the potentially riskier option.

Participants were told that 600 coins were locked in a box that could be opened in one of two ways. The first option would guarantee that 200 coins in the box would be saved (a 66% loss), and the second option had a one-third chance of saving all 600 coins, but a two-thirds chance of breaking the box and losing all of the coins.

The results showed that social background was not a significant predictor of risk avoidance, with each social group just as likely as the others to pick the so-called 'safe' option. Gender was also a relatively minor predictor of a preference to engage in risktaking, although male participants were slightly more likely to take the riskier option than their female counterparts. The results also showed that the most significant predictor of risky behaviour was age, with adolescents more likely to display risk-taking behaviour, often for the thrill of it, than either children, young adults or the elderly. The authors of the study

are satisfied these results are proof that risk-taking and the onset of adolescence are linked. Children's responses showed far more fear of risky situations, and the elderly participants in the study tended to be more sensible, foreseeing problems when presented with a risky option, especially where money was concerned.

Unit 31

Recording 40

When I moved to England from the States, it was one of the first things I noticed. I found it quite shocking, to see grown women call themselves 'girls' and to allow themselves to be called 'girls'. A 'girl' is someone who is not an adult, not a grown-up, is not someone who takes responsibility for herself, she's a child. When you get past a certain age, as a mature adult, you do not want to be treated as a child. In comparison to men, women are still underpaid in Western culture, and are striving to make inroads into a male-dominated society. We should pay attention to the way women are addressed, especially in the workplace, and whether the word 'girl' is used in a derogatory way or not. Of course the same applies to the term 'boys' but you don't throw that word around as often and men do not have a historical disadvantage to deal with.

Recording 41

Throughout my life I have been involved in gymnastics. I first participated in the sport at the age of three, and completed my competitive career at the age of 18. I was a strong and powerful gymnast who did well on the vault and bars, but had more difficulties with the graceful dancing aspect of the balance beam and floor exercise. To me, my larger frame, and muscular physique stood out among most other gymnasts who were petite and graceful. However, this did not stop me from pursuing the sport I loved. Before studying the subject, I knew that gymnastics was mainly an individualised sport but I'd never thought about it being a traditionally female sport. What I've learned from my studies is that gymnastics is deemed a feminine sport predominantly because it lacks face-to-face competition and overt aggression. But with the amazing skills and strength that male gymnasts demonstrate, I can see that we are moving away from this gender-typing. Behaviour and participation in the sport seems to be more and more genderneutral and this encourages both boys and girls to take part. Gymnastics provides wonderful strength and flexibility training for both male and female, so this can only be a good thing for everyone involved.

Recording 42

One of the most difficult things about finding employment these days is the impossible situation of not being able to get a job without experience, and not being able to get experience without a job. I struggled with this after I left school, as did many of my school friends. With the job market the way it is right now, you can't even get a job waiting tables in a restaurant without at least two years' experience and good references, regardless of whether you have recognised qualifications or not. My parents would always tell me that the secret to getting a job was to walk into an office, go straight to the manager, look them in the eye, give them a firm handshake and tell them why you deserved a job. That might have worked in the 70s, but things are different now.

One of the ways around this is to apply for an apprenticeship. An apprenticeship gives you hands-on experience in the area you want to work in, and you get paid while you are learning a profession. Nine months after I left school, I was lucky enough to get an apprenticeship as a trainee engineer for a firm in my hometown. I didn't know anything about engineering, but my supervisor offered valuable support and showed me the basics. I received a lot of training in engineering theory and general boat and ship design, as well as a number of health and safety courses, before I was ready to enter the workshop for the first time

After this initial insight into the job, I was able to learn more difficult and technical tasks, and was soon working on my own. I gained my master engineer's certificate after 12 months of regular classes and training, and six months later I was also given a team of trainees to supervise and team-building days to organise. I am now giving something back as an educator after the help my company has given me! I would definitely recommend doing an apprenticeship if you want to learn a trade. The difference it has made to my life and career is amazing.

Unit 33

Recording 43

Smallpox was a highly infectious disease that entered the body through the skin and resulted in symptoms such as fever and spots that could spread across the entire body, leading to scarring of the face, blindness, abnormal growths to the arms and legs and often death. Smallpox was a devastating disease which affected an estimated 300 million people during the 20th century alone. However, thanks to a successful immunisation program that began as far back as the 1700s, the disease was successfully beaten worldwide by the end of the 1970s. The immunisation procedure involved using a vaccine, a substance that contained a harmless form of the virus which is given to a person or animal and that improves immunity to a particular disease. This vaccine was

given to patients via an injection to the arm or leg, with the vast majority of people having this vaccine as children, some as young as two months old.

The smallpox vaccination procedure was developed by an English doctor named Edward Jenner in the late 18th century, who had noticed that farm labourers who had caught the animal form of smallpox, cowpox, didn't go on to catch the human form. As a result, Jenner used the cowpox virus to develop a vaccine, a cure against the spread of smallpox in humans. Much later, by 1950, the Pan-American health organisation had successfully put an end to the disease in the majority of the Western world through an international immunisation program. In 1959, the World Health Assembly decided to take steps to defeat smallpox globally. The last recorded case of smallpox was in 1977 in Somalia, and soon after, the disease was declared to have totally disappeared from every country.

Unit 34

Recording 44

Cycling is a great way to get to know a city and, at the same time, to keep fit. There are many amazing cities for biking throughout the world, cities which allow you to explore at ease and safely. Today, you are going to hear about three bike-friendly cities. Let's start with Amsterdam, which is known as the 'bike capital of the world'. According to the latest statistics, 40% of all traffic movements in the city are by bicycle. The city has an extensive network of safe, fast cycle lanes as well as a highly effective theft-prevention programme. Residents or visitors can also rent bicycles. The city council is currently planning a 10,000bike garage at the main train station. Portland, the second most bike-friendly city in the world, has a bicycle network that connects all parts of the city. This has led to a dramatic increase in bicycle use in the city. The city was also the first in the States to provide adults on low incomes with commuter bicycles as well as lessons on commuting safely. The bikes are all fitted with lights, a lock, a helmet, a pump, tool kits, maps and rainwear. In some neighbourhoods, bike commuters are as high as 9%. Copenhagen, the capital of Denmark, is home to the world's most successful community cycling programme. In Denmark, almost everybody has a bike, and currently 32% of workers cycle to work. Most of the city's extensive and well-used bicycle paths are separated from the main traffic lanes and sometimes have their own signal systems. Already one neighbourhood is completely car-free. The city provides public bicycles, which can be found throughout the city centre and used with a returnable deposit of 20 kroner - your money is refunded when you return the bike to one of the many racks.

Recording 45

Announcer: Exam practice, Listening Part 1.

You will hear three different extracts. For questions 1-6, choose the answer (A, B or C) which fits best according to what you hear. There are two

questions for each extract.

Announcer: Extract one.

You hear a woman asking her friend about a

change in his transport habits.

What's happened to you? You never used to walk Amy:

anvwhere.

loe: I know, but now I've turned over a new leaf. Amy: I don't believe it. You always used to get us to

drive you everywhere, even when you could have

caught a bus or a train.

loe: Yeah, well a couple of weeks ago, just about

> everyone seemed to be away and I had to get taxis every day. You know I have no idea about public transport. Even though I was often just travelling very short distances, it was costing me an absolute fortune. One night, it was really late and I got fed up of waiting for a taxi, so I walked home. It only took me about ten minutes longer than it would have taken me by taxi. I really felt quite pleased with myself because I'd saved the price of a pizza. I realised that there were a lot of better things I could be doing with my cash than

blowing it on taxis.

Amy: Why don't you buy yourself a car?

loe: Yeah, you're right. Actually I've started taking

> driving lessons, and I'm saving what I would have spent on taxi fares - eventually I'll be able to afford my own car. In the meantime, I'm enjoying

walking - it's really good exercise.

[repeat]

Announcer: Extract two.

You hear two people talking about flying.

Sean: So, how did it all start?

Well it got really bad after a flight to France. Rosy:

> It was a small plane and the weather wasn't wonderful, but it was only a 55-minute flight.

Sean: And what happened?

Well, take-off was a bit wobbly and as we got Rosy:

higher it started to get really bumpy. When the pilot starting speaking, I thought he was going to tell us to prepare for an emergency landing and I started to panic. As it turned out, all he said was that the flight was going to be a bit rough,

because of turbulence.

Sean: But that didn't help?

Rosy: No, not really - I thought he was just saying

that to stop everyone panicking - but nobody

else was panicking. They were taking the whole incident very calmly. It was then that I realised I

had a problem.

Sean: Mm. And you always get like this in the airport? Rosy: Well, I just feel a bit apprehensive now. That's

natural isn't it? My hands are a bit sweaty, I suppose. I guarantee you on the plane I'll feel absolutely sick with nerves when the engine starts up. But landing is a massive relief to me ...

which is the bit most people find scary.

[repeat]

Announcer: Extract three

> You hear part of an interview with a man who is talking about travelling on the London

Underground.

Interviewer: Do you remember the first time you went on an

underground train?

Yeah. I was about five. I think – I remember it was Sam:

my first time in London. I didn't have the faintest idea what 'the Tube' was. I couldn't believe it when we stepped on the escalator and started going down into the ground. That was so thrilling for a little kid. I remember giggling and waving at the people on the up escalator. At one point I got so carried away that I almost toppled but luckily my dad was holding my hand. On the platform, I remember staring at the black tunnel – then there was a whooshing noise, a warm wind and suddenly there was the train. The doors slid open and hundreds of people spilled out. That was the

only thing that was a bit scary. Interviewer: Do you still get like that?

Sam: No, I'm pretty blasé now. It's still awe-inspiring

though, when you think about it. All the business types, tourists, clubbers and buskers rushing about in those hot airless tunnels - because it's simply the best way to get from A to B. It's one of the great London institutions - no wonder you see all the merchandise covered in logos and maps on sale everywhere these days - the London Underground has become an icon.

[repeat]

Unit 36

Recording 46

Speaker 1: They've got absolutely nothing to do with reality.

They're just fantasies for people who've got no life of their own ... if they had, they wouldn't waste their time watching these programmes! I just see them more as entertaining game shows! They're all contests of some kind, whether the prizes are

money, love, jobs, or whatever. And these game shows are wonderfully entertaining in the same way a great trashy novel feels so good during the summer. We all need to relax and unwind from time to time. And in the world of reality TV there's something for everybody to enjoy.

Speaker 2: Although I'm quite ashamed of it and would never admit it to my friends. I adore reality TV programmes - they're definitely a guilty pleasure for me. I even prefer some of them to normal scripted shows. It seems the drama on these shows is addictive. It's compulsive viewing – like a car crash - you just can't tear your eyes away from it. But I really wish they were more real than they are. I don't like the fact that the producers feel the need to re-shoot certain scenes or to manipulate story lines.

Speaker 3: I love reality TV, although I'm not too sure how much is unscripted, but it is interesting to watch how others react to a new situation, how they work together with other people they've never met, and how they find a way to find common ground with people they would have never spoken to if not brought together by the show. I think group dynamics are fascinating ... especially when they're complete strangers. These shows may not be everyone's cup of tea but I certainly enjoy them.

Unit 37

Recording 47

Speaker 1: While I've seen many successful start-ups with friends and family, I have seen more heartache and failures. The friendships won't last if there is a fall out. I've always been told, 'Never go into business with friends or family.' I think that's basically good advice. Our personal relationships are too precious to risk in this way.

Speaker 2: What I'd suggest is that you bring in other people from outside your social circle and give them real responsibility. If the strain of cashflow or conflicting goals gets too great, that will give you more of a buffer. And keep things in perspective, so that the friendship stays first.

Speaker 3: Treat this venture as you would when dealing with strangers, so get everything in writing. I'd strongly advise having each potential partner - and their spouses - put down what they expect from their participation in the business. Build a comprehensive business plan based in part on these expectations. Also, have an attorney review all contractual agreements. 'Oh, we're such good friends we don't need an attorney' will never hold up in a court of law - only a contract holds up! Good luck!

Speaker 4: Deciding whether or not to partner with a friend or family member is a tricky question. Businesses are tough. You don't want to mess up your relationship. Consider whether a dispute with your partner would affect your ability to be friends with them, and vice versa. If they tend to get pretty emotional in a disagreement, you are probably better off choosing someone else.

Recording 48

Announcer: Exam practice, Listening Part 3.

You will hear part of a radio interview in which two psychologists, Stella Burrows and Simon Peres are giving advice to office workers. For questions 1-6, choose the answer (A, B, C or D) which fits best according to what you hear.

Interviewer: Good afternoon. Today, we're looking at ways

of getting on well with work colleagues. With me I have Stella Burrows and Simon Peres, both psychologists, who have recently published an article on the importance of workplace personalities in the office environment. Stella and

Simon, welcome to the programme.

Simon: Hello. Stella: Hi.

Interviewer: So, what do you mean by workplace

personalities?

Stella: Well, we all know the classic office characters.

> don't we? I'm talking about the smooth talker with a suit that's a bit too shiny, the terribly efficient but nervous office manager, the person who can be seen dashing around everywhere and gets paid a lot, but no one is quite sure what they actually do. Every person has their own office

persona.

Interviewer: Are you saying that people behave differently at

their place of work from how they do at other

times?

Simon: Yes, that's exactly what we're saying - your office

> persona will be slightly, or indeed very, different from your home-life character. If you're a live-towork type, it's a good idea to think about how your character comes across to your colleagues - perhaps other people are inspired by your efforts, or on the other hand, they may see you as a goody-goody. Your boss is likely to value the fact that you put so much effort into your work, although they may have started taking it for granted that you arrive early, stay late and never put a foot wrong. In other words, you may seem too good to be true.

That's a live-to-work type. What about the work-Interviewer:

to-live type?

Stella: Obviously they're very different - in fact they're quite literally opposite in every way. If you are a work-to-live type, your colleagues may be frustrated that you don't seem to be pulling your weight, or they may be fed up of making excuses for your being late. Your boss may secretly be impressed at your lack of interest in joining the rat race, but still be irritated by your lack of commitment and effort.

Interviewer: Simon:

But surely these are extreme examples! Well, sure, most people are not at either of the two extremes we've described – they're probably somewhere in the middle. So we've come up with a number of tips which will help everyone to have a healthier work-life balance and so be a good work colleague.

Interviewer: OK, let's have some concrete ideas for our listeners.

Stella:

Well whatever you do, don't take the credit for someone else's work – especially to try and impress your manager in meetings. Be prepared - make sure you are up-to-date with new projects and have plenty of your own ideas. If you're working on a team project, make sure you pull your weight – don't hide in the group and expect them to carry you. Take your job seriously - regardless of what you do, and other people in your workplace will respect and value their jobs. If you undermine what you do, you are undermining their job too. This is a surefire way to drive your colleagues mad.

Interviewer:

How about on the more personal front? Do you

have any advice there?

Simon:

Well, yes, there are some very simple do's and don'ts that are just common sense, for example, don't gossip about your colleagues behind their backs. And, if you can see that one of your colleagues is upset about something, ask if there's anything you can do to help. Also, be very careful about telling other people what you think they should do, unless, of course they actually ask you for your opinion. You could easily lose colleagues' respect if you appear to be superior.

Interviewer: Stella and Simon, thank you so much for your time today. Everything you've said makes perfect sense. Let's hope that some people's office relationships improve as a result.

Announcer: Now listen to Part 3 again.

Unit 38

Recording 49

Is exercise your idea of a nightmare? Do you think it's impossible to keep fit and enjoy yourself at the same time? I hope I can convince you otherwise. Get your inspiration from the physical activities that you already do and take pleasure from. There are things that are part of your regular everyday life that are seriously good for you. For people with busy lives it can be difficult to take the time out to go to a special place to exercise. You don't have to sacrifice any of that precious time at all! Think about making some minor adjustments to get your heart rate up while you go about your day. We all use the stairs. Learn to love them and never take the elevator. Challenge yourself to run up the stairs. Take them in double time. When you're driving, park a little way from your destination and walk the rest. Get off the bus or the train one stop early and do the same. If you love shopping, shop till you drop! It's good for you, if not for your wallet. If you're tied to the home most of the day, don't fear. How do you feel about dancing? Even if you're just rocking out in your kitchen, you're activating your muscles and enjoying the experience. Or, have you tried rollerblading, cycling or swimming? If you have an indoor pool nearby, swimming is a wonderful aerobic activity that can both relax you and burn off some calories. It's no-impact, which protects your joints from damage too. In good weather, cycling or rollerblading are a fun way to get out and about. Obviously the extortionate fees charged by many gyms can put people off becoming members. Don't let that be your excuse not to exercise. Many high schools have tracks that anyone can use and they're a perfect place to walk, jog, or run ... alone or with company. City parks are also great spots to take a leisurely stroll. Maybe the all-American pastime of baseball is your favorite sport. Don't hang back there as a spectator. Sports are not just for the pros. Get together with some of your friends and neighbours and start some old-fashioned neighbourhood ball games. The entire neighbourhood can join you in your quest for improved fitness! You'll be doing them a favour. Physical activity is often more fun with other people. And who better than people you already know? You get to catch up with gossip and they won't let you quit when you're low on motivation. Got some ideas now? Remember, when you find the right exercise for you, it'll be no pain and all gain. Have fun!

Recording 50

Speaker 1: Iceland wants investigative journalism to be free of unjustified interference by the rich and powerful. Although I thoroughly approve of the idea. the difficulty is that the rich and powerful also profit from freedom of expression, by publishing material which is either a gross infringement of the human rights of an individual, or misinforms the general public on important issues. Allowing international media organisations to say what they like, free from any accountability, creates a new form of totalitarian state. Iceland risks creating 'libel tourists' - media corporations that want to profit, without fear of correction or sanction, at the expense of the individual.

Speaker 2: It's a great idea. If one European country revises its laws to meet high free-speech standards, then others may do so too. Currently, plenty of countries in Europe restrict free speech. But, using the Internet, dissidents can speak freely to their supporters back home. From now on, if they publish from Iceland, opponents will find it difficult to close them down through expensive lawsuits. And, critically, sources and contacts will remain hidden. There are other benefits too. This might even make our politicians take free speech more seriously.

Speaker 3: I wholeheartedly support Iceland's move, but will Iceland's proposed legislation make any difference in the long run? I doubt it. For every move on the chessboard of free speech there is an equal and opposite move which negates openness. Access to Icelandic servers will be blocked by countries who are against the idea, leaving the technologically literate to use proxy servers to actually access the information.

Speaker 4: This is a fantastic and innovative proposal that will undoubtedly help certain news organisations and possibly individual journalists, but I honestly don't think from the perspective of responsible news organisations that it's going to make much difference. They will still be sued in their own countries under their own outmoded libel laws.

Recording 51

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international media organisations to say what they like, free from any accountability, creates a new form of totalitarian state. Iceland risks creating 'libel tourists' - media corporations that want to profit, without fear of correction or sanction, at the expense of the individual.

Unit 40

Recording 52

Speaker 1: When I left school 30 years ago, there was plenty of work. There was hardly any youth unemployment, but there were basically three work possibilities for 16-year-old girls like me. You could do shop work, go into the local textile factory, or do admin in an office. I found work in the head office of a big insurance firm. It was a little on the dull side, but it was quite well paid and they trained me in general office skills and there was quite a pleasant working atmosphere there. Lots of banter, you know, I'm still in touch with quite a few people from the office. Obviously, at the time, I was still living with my parents, so I didn't need a great deal of money. And the work was guite varied – I spent most of my time on the phone dealing with customers' enquiries. I went on maternity leave and never went back. I thought about it when my children started school, but everything's changed now. The office where I worked has gone and the work I used to do has moved to a call centre in India.

Speaker 2: My dad retired last year – he'd been with the same company all his working life. He'd started with the company straight after leaving school and retired when he was 65. That's pretty unusual these days. I'm only just coming up to 30 and I've already been made redundant twice. The same goes for lots of my friends, so it doesn't bother me that much, you just accept it and get on with your life, don't you? But my dad's really shocked. People of his generation would have thought the world had ended if they'd lost their job at any age. I suppose it's more worrying if you find yourself out of work in your late 40s or your 50s - it's so much more difficult to find new employment at that age. At my age, as long as you're prepared to retrain, you know, pick up new skills, you're almost certain to find something. Having said that, I'm probably one of the lucky ones - I'm experienced and well qualified and I don't really mind what kind of work I do.

Speaker 3: My family has run this farm for as long as anyone can remember - at least eight generations. My father took it on from his father who had taken it over from his father, my great grandfather. In those days - the 1920s - 20 men were employed

here. Now there are just five of us - my wife and I. our foreman and two farm hands who've been with us for over 30 years. That's in addition to a lot of expensive tractors and other hi-tech gear of course. I love farming, but I don't think my children will want to take over from me. You have to work all hours of the day - often seven days a week - I haven't had a proper holiday for five years - it's a very hard life. And it isn't as if there are great financial compensations. Margins are very tight today, largely because the supermarkets dictate the prices we get for our produce – sometimes there's barely enough money to cover costs. Most kids these days think farming's a mug's game.

Unit 41

Recording 53

worrying us: we know the whole economy's in a mess - one or two friends lost their jobs already and couldn't keep up their mortgage repayments and have had to move out of their homes. But, I think what's hit my family the hardest in the last few years is the increase in the price of fuel of all kinds, you know, from running the family automobile to keeping the house heated during the winter months. I guess here in the States, we've never had to worry over much about the cost of gas. Now all of a sudden we're beginning to realise that it's not going to last forever. We're having to import oil from other places – that's one of the reasons prices are going up so fast. What this all means to us as a

family is that we're having to generally keep a check

on our spending - you know, using our car less -

going by bus or train if we can - like I don't drive

to work any more. Getting stuck in those early-

Speaker 1: Obviously it's not just the fuel situation that's

morning jams turned out real expensive. **Speaker 2:** For us it has to be the cost of putting the kids through higher education. Here, people finance their college fees through debt these days - but loans are not as easy to come by as they were a few years ago. It's well known that college fees are going up at an alarming rate. I read an article the other week which said that in the near future, college education may become unaffordable to many American families. It's not just the fees, it's the accommodation, food, books. Both of our boys are at college - one graduates next year, our younger son Jake still has two years to go. They both do a few hours' part-time work a week to help with their living costs. For the moment, we can afford it, but if the general economic situation goes on getting

worse, who knows what may happen. Some of our friends are already getting jumpy and talking about taking their kids out of college. We're not quite at that stage yet, but if my husband or I got laid off, what then? We don't think it's very likely, but these are strange times – you get the feeling that with the economy in free fall, anything could happen.

Unit 42

Recording 54

The importance of plants to our everyday lives cannot be overestimated. On a fundamental level, plants provide us with the basis of life. They take sunlight and carbon dioxide and turn them into oxygen and in doing so provide us with the air we breathe. They also take water and slowly release it back into the atmosphere.

In a more practical sense, most of us depend on plants for protection and shelter. Timber from trees is used to build many of our homes and cotton plants supply us with the material from which we make our clothes.

Throughout the world, much of our medicine is also based on plants. Over 5,000 species of plant, for example, are used in traditional Chinese medicine. Another example is the widely used drug aspirin, which originates from the willow tree. A cure for cancer called taxol has been found in the bark of a yew tree. Aloe and jojoba plants provide us with many of the ingredients for cosmetics. The aloe plant soothes the skin and the jojoba plant produces oil used in shampoos and soaps. Common food crops such as corn can also be used to make products such as soap, glue and plastics.

And, of course, plants provide us with food. Both vegetarian and meat-eating diets are dependent on plants. Animals used in food production need food from grass, grains and vegetables, too. As a result, the pressure on food supplies is huge. As populations increase, farmers are under increasing pressure to grow crops that are resistant to water shortages and have better and more frequent harvests.

Finally, coal, gas and oil, which all come from the remains of plants and animals that lived many years ago, provide the energy we need to heat our homes, offices and factories, and to fuel our cars, etc. Without such energy sources as these, rapid industrialisation in many countries wouldn't have been possible.

Recording 55

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Recording 56

Announcer: Exam practice, Listening Part 4.

You will hear five short extracts in which people talk about aspects of the natural world. Look at Task 1. For questions 1–5, choose from the list (A–H) the person who is speaking. Now look at Task 2. For questions 6–10, choose from the list (A–H) the idea that each speaker is expressing. While you listen you must complete both tasks.

Announcer: Speaker one.

Speaker 1:

Here at the Millennium Seed Bank, we work with 50 partner countries. We collect seeds from alpine, coastal and island ecosystems, as these are most vulnerable to climate change. Plants from arid locations can tolerate being dried out and frozen for many years, but those from moist tropical areas are harder to store. Our initial aim was to store seeds from all the UK's native plants. We've now achieved this, apart from a few species that are either very rare, or whose seeds are particularly difficult to store. What's even more remarkable is that, we've achieved the goal of banking seeds from 10% of the world's flora. Our next target is to conserve 25% of the world's plant species by 2020.

Announcer: Speaker two.

Speaker 2:

Throughout the country, we have inherited a legacy of first-class public parks. Today, every town has a park to be proud of, and many are historically important. The Victorians invented and shaped the concept of public parks and this influenced the creation of parks in America and elsewhere. Recognising the need for places to relax, and to exercise, the top landscape designers of the day were commissioned to lay out new parks. My research clearly shows that the promoters and champions of the first public parks also saw them as a way of boosting the

local economy, by making towns attractive places to work and live. These parks were conceived as places where all sections of society could enter free of charge and mix freely.

Speaker three. Announcer:

Speaker 3:

We all need power and I believe micro-generation is the way forward. It's quiet and efficient and I expect to earn back what I pay out in a very short time because we're located on the windy coastal road. I farm beef cattle, and last year the electricity bill was £2,500. Next year, I'm hoping to pay nothing and make a profit by selling some back to the National Grid. So, if we can save money and produce surplus energy, I'll be very happy. Don't forget, we've been harnessing wind power since the 12th century, to mill grain and pump water, but now wind will play an even more important role as we face rising fuel costs and a growing population.

Announcer: Speaker four.

Speaker 4:

All the animals that have arrived from the overnight emergency clinic or that were brought in early are examined first. If they need surgery or hospitalisation, they'll be admitted. The emergency doctor usually calls to discuss cases from the emergency clinic. This is followed by the morning rounds – all patients in the clinic are examined and the owners phoned with progress reports. At the same time, animals being admitted for surgery are examined and the procedure discussed with owners. After they are admitted, technicians take blood samples and then it's time for appointments or surgery. Personally, I like to do surgery early in the day, as this allows patients to recover throughout the day while there are plenty of staff to monitor progress.

Announcer: Speaker five.

Speaker 5:

Here's what I'd suggest doing in the next week or so. Clip your hedges, and prune your shrubs, cutting out dead, diseased, branches. Plant shrubs and trees while the soil is still warm. Aerate lawns and remove moss and dead grass to encourage healthy growth next season. Incidentally, now is an ideal time to put down a new lawn. Next, check the readiness of fruit and vegetables. Apples and pears should be gently lifted with the hand; if the stalk remains on the fruit but parts easily from the tree, it is ready to be picked. Sweetcorn should be ripe enough to harvest, but remember that it deteriorates quickly, so you should use it as soon as possible after picking.

Announcer: Now listen to Part 4 again.

Recording 57

In a world where we rely on being online and contactable anytime and anywhere, it is hard to imagine a time when letters were our only means of communication, a time when a letter was something special and meaningful both for the letter writer and for the person receiving it. Letter-writing took time and concentration. For many it was a tedious process, which involved lots of sheets of paper, lots of ink and rewrite upon rewrite, as without a 'delete' button, you would have to start your letter all over again if you made a mistake. However, for others, such as myself, it was a rich form of expression, one where you could take your time and really think about what you wanted to say. You could go over your letter until it was perfect and if you had a heartrending message for a loved one for example, you could make it as romantic, heartfelt and soppy as vou wanted.

The advent of the telephone usurped letter writing as it was so much more immediate. You could pick up the phone, talk to the person at the other end in real time and get an immediate response. As the Internet became more and more important, our ways of communication changed dramatically again. Although more and more people now own smartphones, they actually use them less to make calls. Faced with a proliferation of ways to communicate such as email, video conferencing, instant messaging, social networks and apps, conventional phone calls are becoming increasingly obsolete.

In our age of instant communication, the opportunities to reach out are endless. You can keep in touch with distant relatives or friends in foreign countries and can share your special moments with them in a heartbeat. However, as letter-writing has become rarer, if you do decide to take the time and make the effort to write one, chances are it will be very much appreciated.

Unit 44

Recording 58

Interlocutor: I'd like you to discuss some of the ways in which

people try to protect the environment.

Think and talk about the benefits of the different ways and then decide which change to people's

lifestyle would be most difficult to make.

Man: So what about bikes to rent?

Woman: You can hire bikes by the hour or the day in

> London, can't you? You collect them at one place at the beginning of your journey, and then leave them at another place near the end. They're trying to stop people using their cars. I think

> they're a great idea - and cycling helps people to

keep fit.

I agree they're a good idea - but it often rains Man:

in London and there aren't many cycle lanes, so cyclists are involved in quite a few accidents.

Mmm. What about the idea of recycling plastic?

Yes, people have picked up on this idea very

quickly, haven't they? I know my family were very keen on it. It seems such an obvious thing to do.

Woman: It does, yes - we've always done it, too. But I

> remember hearing on the news recently that we're recycling more plastic than our industries can reuse. So they're now exporting what we

can't use to other countries.

Man: Seems crazy, doesn't it? It must cost a fortune to

export.

Woman:

Man:

Woman: Yes, it must. What about energy from solar

panels? Surely solar energy is the way forward -

the sun's never going to stop shining.

Well, it is, but not for millions of years. The real Man.

problem with panels is that they're expensive to install, so it takes years to save the initial cost of

installation.

I suppose you're right. But the energy itself is free Woman:

- and it doesn't pollute the environment.

Man: True, but what about people who live in cloudy

countries?

Woman: As long as the sun shines for part of the time - it

at least means people use less conventional fuel

like electricity or gas.

Man: One of my favourite ideas is getting people to

> buy all their fresh fruit and vegetables from local shops. I'm sure we'd all be a lot healthier if we did.

Woman: I agree, but sometimes fruit and vegetables are

grown in other countries and are brought here by air, and planes are some of the worst air polluters. And not only that, the fruit and vegetables are

more expensive because they've had to travel

so far.

You're right. The issue of so-called food miles Man:

is being taken much more seriously than it was a few years ago. We do always try to buy local produce if we can. That's also a good way of

supporting local farmers.

Woman: There's always the energy-saving light bulb.

> They're trying to ban the sale of traditional light bulbs, because they're so wasteful of energy. But these new ones are much more expensive than

the old ones.

Man But they do last much longer - an average of

seven years, apparently.

Woman: I know that, but they're not as bright as the old

ones. I don't like them. I'm afraid.

Man: So which change do you think would be the most

difficult for people to make ...?

Recording 59

Speaker 1: In my opinion, the answer has to be electricity and electrification. I know electricity is more of a discovery than an invention, and also that we're not talking about a single event – electricity is still being introduced in many parts of the world. For me, the reason it's so important is that without electricity, many of the other inventions people mention would not have been possible, like radio and television, computers or the Internet. Even many medical advances would have been far more difficult without the simple benefit of electric lighting. So much of modern life depends on electricity: lighting, heating, food production, transport, healthcare, etc., etc. The list is endless. Nothing else even comes close.

Speaker 2: So the real answer is that the product that we just could not survive without and that has allowed us to develop at a faster rate than if it hadn't been there is, in my opinion, the discovery in 1928 of penicillin by Sir Alexander Fleming. This not only marked a period of great medical advance, it saved countless lives, including people who have gone on to contribute to our cultural evolution. Today the average life expectancy of a human in the developed world is far greater than before we had antibiotics and this increased lifespan allows us as individuals to contribute far more to the world.

Speaker 3: The most important invention over the last 100 years must be the microchip. It just goes to show the incredible power of tiny things. Smaller than the smallest coin, the chip is quite literally the brain, heart and nervous system of every digital device on the planet. It powers computers, mobile phones, washing machines, cars and satellites. It is used in the design of space stations, it guides planes in for a safe landing, it makes it possible for us to watch hundreds of TV channels, and enables teenagers every day to log on to the Internet and chat with somebody half a world away. Since the widespread introduction of the microchip in the early 1970s, there have been more scientific breakthroughs than in any other period of time, due in large part to the awesome computing power this thin silicone wafer has brought us.

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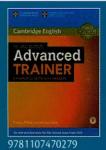
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